ACADEMIC ABC SUPPORT SUPPORT BEHAVIOR COMBINED SUPPORT

Intervention Materials Handbook

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This handbook is intended to accompany the *ABC Support Manual*. It contains single copies of all intervention materials that can be copied for implementing *ABC Support*. Each item in the handbook is referenced in the *ABC Support Manual* and denoted with a specific icon for easy identification (see below).

The *ABC Support* intervention materials are included in the following order in the handbook:



READ Expectations Card



Behavior Points Card



Behavior Graph and Reading Graph



Student Copy versions of 2 orientation passages and 24 training passages for repeated reading practice



Teacher Copy versions of 2 orientation passages and 24 training passages for recording during repeated reading practice



Reward Chart



I CAN READ card



Implementation Self-Guide

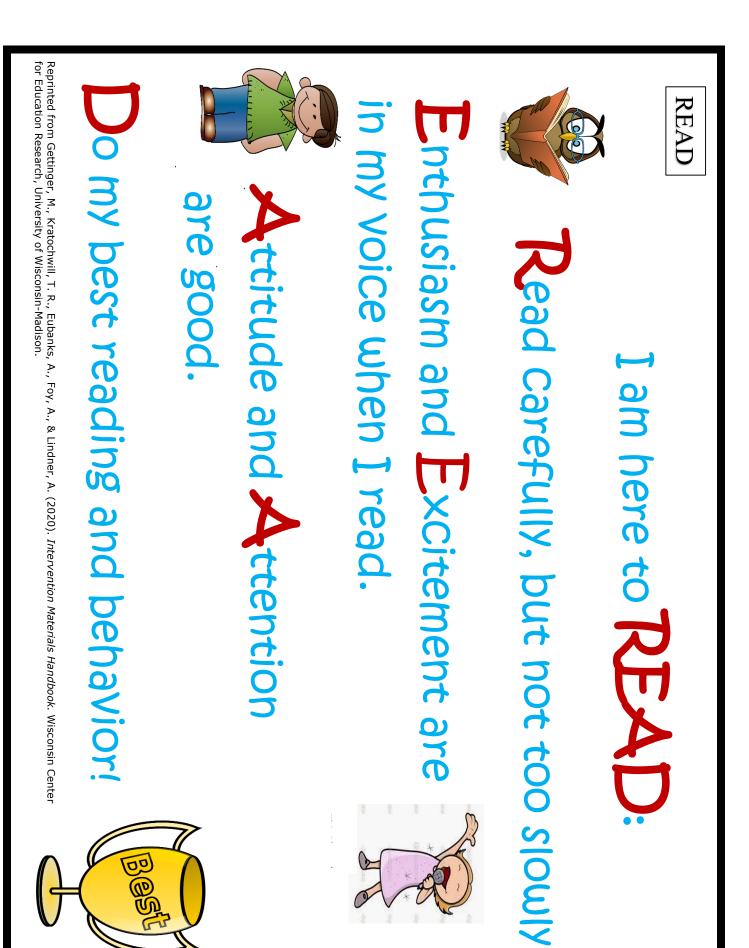


The *READ Expectations Card* has two sides. On one side, the card states four expectations for students during each *ABC Support* session. On the other side, one example and one non-example for each expectation are provided, with extra space to generate additional examples/non-examples that reflect specific expectations for your classroom or school.

The *READ Expectations Card* is denoted with this icon:



Because the expectations card is used for every intervention session, we recommend that it be copied on cardstock (after writing additional examples and non-examples of expectations) and laminated.



<i>READ</i> Expectations	Examples for <i>ABC Support</i>	Non-Examples for ABC Support
<u>R</u> ead carefully, but not too slowly.	I read smoothly and stay focused on my reading. I try to go a little faster every time I read so I can read more and more words correctly. Other:	I might read too slowly, so the story is hard to remember. I might not read carefully, so I make a lot of mistakes and do not understand what I read. Other:
<u>E</u> nthusiasm and <u>E</u> xcitement are in my voice.	I try to change my voice when I read to make the story sound interesting and exciting. Other:	My voice is boring and always sounds the same when I read, so the story is not interesting for me. Other:
<u>A</u> ttitude and <u>A</u> ttention are good.	I SMILE! I stay happy and ready to read even when it is hard. I pay attention to the teacher and to what I am reading. Other:	I get mad or grumpy if I make mistakes when I read the stories. I look around the room or get out of my seat instead of reading. Other:
Do my best reading and behavior! I tell myself to do my best reading and show my best behavior all the time. Other: I tell myself I don't want to read or s my best behavior, and I refuse to try Other: Reminted from Gettimer M. Kratchwill T. B. Fubanks A. Fox A. & Lindner A. (2020). Intervention Materials Handbook Wisconsin Center for Education Research	I tell myself to do my best reading and show my best behavior all the time. Other:	I tell myself I don't want to read or show my best behavior, and I refuse to try. Other:



During every intervention session, students use their *Behavior Points Card* to circle and tally the number of points they earn for meeting the READ expectations.

The *Behavior Points Card* is labeled and designated with an icon in the upper left-hand corner.



Students can earn behavior points at three different times during each intervention session. The total number of points earned is written on the *Behavior Graph* at the end of the session to determine whether the behavior goal was met.

Make one copy of the card on the following page for each student in the group for **every** intervention session. You may also choose to copy on cardstock and laminate one copy for each student. This will allow you to use a marker to circle points for one intervention session, then erase and re-use for the student for all subsequent sessions.

, 1		Time 3	Time 2	Time 1	123
-		1	1	1	
-		2	2	2	Student: Am I Reading very carefully, but not too slowly?
=		ω	ω	ω	ding ully, oo
- - -	How n	1	1	1	Enth Exci
:	nany t	2	N	2	My Behav Is there Enthusiasm and Excitement in my voice?
	oehav	З	ω	З	ehavi e n and nt in e?
.	ior poir	1	Ĥ	1	My Behavior Points Card s there Do I have a usiasm and positive itement in Attitude and good Attention?
	ıts alt	\sim	\sim	2	oints Card Do I have a positive Attitude and pod Attention
-	togeth	3	ω	3	and tion?
	ner for	1	1	1	Date: Am I bes: be
	7				
	, toda	2	N	2	t read my b
	How many behavior points altogether for today?	2	∼ 3	2 3	Am I Doing my best reading and my best behavior?

3 = I did this behavior all the time without needing to be reminded. 2 = I did this behavior some of the time with some reminders.

1 = I did not do this behavior much at all and needed a lot of reminders.

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During every intervention session, students use their behavior and reading graphs to (a) draw goal lines for behavior and reading, and (b) record/graph WCPM (reading) and points (behavior) to determine if they met their goals.

The *Behavior Graph* and *Reading Graph* are each labeled and identified with an icon in the upper left-hand corner:



We recommend that you copy back-to-back the following two pages (i.e., *Behavior Graph* on one side and *Reading Graph* on the other side). Each page includes three behavior or reading graphs – one for each of the three weekly intervention sessions.

On the side with the *Behavior Graph*, write the student's name and indicate the intervention week (1, 2, 3, etc.). Space is also provided to note the date for each intervention session.

Space is provided on the *Reading Graph* for up to three repeated readings for each intervention session. When *ABC Support* is implemented with a small group of students, each student will have only two repeated readings (although a third repeated reading is certainly possible if time permits).

The range in WCPM on each *Reading Graph* is 30-140. If students consistently read fewer than 30 words or more than 140 words correctly per minute, then the reading passages are too difficult or too easy. We recommend that you select more appropriately leveled reading material to use for repeated reading practice.



Student: ____

1. Write behavior points goal for the session in the box; draw goal line on graph.

2. At the end of the session, add up all behavior points (on *Behavior Points Card*).

3. Draw circle on chart to show number of points earned.

4. Determine if goal was met.

	INTER	VENTION WEEK	# [V	Vrite the nur	nber of the inte	rvention	week here.]	
Points	Date:	Session Goal	Points	Date:	Session Goal	Points	Date:	Session Goal
36			36			36		
35			35			35		
34			34			34		
33			33			33		
32			32			32		
31			31			31		
30			30			30		
29			29			29		
28			28			28		
27			27			27		
26			26			26		
25			25			25		
24			24			24		
23			23			23		
22			22			22		
21			21			21		
20			20			20		
19			19			19		
18			18			18		
17			17			17		
16			16			16		
15			15			15		
14			14			14		
13			13			13		
12			12			12		
						(2020) 1		

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1. Write the WCPM goal for the session in the box; draw goal line on graph.

2. After each reading, write WCPM (#) close to where it should be positioned on the graph.

3. Following the final reading, draw a line to connect the WCPM #s.

4. Determine if WCPM goal was met.

WCDM	VCPM Session Goal		WCPM	Session Goal			WCPM	Session Goal			
WCPIVI			VVCPIVI					1 st Deed	2nd Deed		
140	1 st Read	Z ⁱⁱⁱⁱ Read	3 ^{ra} Kead	140	1 st Read	2 nd Read	3 rd Read	140	1 st Read	2 nd Read	3 rd Read
135				135				135			
130				130				130			
125				125				125			
120				120				120			
115				115				115			
110				110				110			
105				105				105			
100				100				100			
95				95				95			
90				90				90			
85				85				85			
80				80				80			
75				75				75			
70				70				70			
65				65				65			
60				60				60			
55				55				55			
50				50				50			
45				45				45			
40				40				40			
35				35				35			
30				30				30			

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There are 24 reading passages to use during the *ABC Support* intervention sessions for repeated reading practice. This section includes large-print *Student Copy* versions of each passage for students to read. The passages have the following characteristics:

- 1. Each passage is 145-150 words in length.
- 2. The difficulty level of the passages is approximately late second-grade level. Using the *Space Readability Formula*, the average grade level is 2.95 (ranging from 2.76 to 3.10).
- 3. Half of the passages are narrative (fiction) and half are expository (non-fiction). Narrative and expository passages are alternated in numerical order.
- 4. Each *Student Copy* is denoted with an icon in the upper left-hand corner, next to the number of the passage (1-24).



5. Although similar in overall length and difficulty, the passages are approximately ordered in terms of increasing difficulty.

There are enough passages to implement *ABC Support* for 8 weeks, with 3 sessions per week (24 passages total). If you implement the intervention for fewer weeks and/or fewer weekly sessions, you may skip over any of the passages. Students will need their own *Student Copy* of a passage for each intervention session so they may follow along when another student is reading aloud.

NOTE: The first two passages in the following pages are to be used during the orientation sessions to provide students with practice in doing a one-minute timed reading.



John loves to play his silver flute. He plays for his neighbors during their birthday parties. He plays for his friends at school. He plays for his family at home. He plays his flute whenever he can! One night John refused to come to dinner because he was playing his flute. "Put your flute away right now!" said Mom. "It's time for dinner." John did not listen to his mother. He did not put his flute away. He did not want his mother to know, so he hid the flute in the freezer. After dinner, John went to get his flute. Oh no! It was frozen like an ice cube. It was too cold to play. John had a plan. He put the flute in front of the oven. The heat from the oven melted the ice surrounding his flute. Soon John was playing beautiful tunes once again!

ORIENTATION PASSAGE 2



What do you like to eat? Do you like to eat healthy foods? When you eat healthy foods, it helps your body stay strong. What are healthy foods? There are five

main food groups. You should try to eat some food every day from each group. The meat group includes meat, fish, and nuts. These things give your body protein. The dairy group includes milk, cheese, and yogurt. These foods keep your bones strong. Apples and oranges are in the fruit group. Vegetables like lettuce and green beans are another group. We get vitamins from fruits and vegetables. Other foods are not in the five main groups, like chips, cookies, or candy. It is okay to eat some of these foods for a special treat. But you should not eat too many sweet or salty snacks. Good nutrition will keep your body strong and healthy!





There is a large maple tree outside my bedroom window. A mother robin built her nest in the tree. She laid three eggs. I could see the nest from my

window. Soon the small blue eggs hatched. There were three little birds sitting in the nest! The baby birds were hungry. They chirped for their mother to feed them. I knew the mother would get no rest until she fed her babies. I watched her leave the nest to go search for dinner. She flew all around looking for a worm. Soon she saw one sliding through the grass near a bush. She quickly flew down to snatch it up in her beak. Then she went back to the nest. The second she returned, the baby birds opened their mouths wide. They were ready to be fed their meal. Their mother can take a nap at last!



At school, we are learning about poetry. Our assignment was to write a poem, but I did not know how to begin. I was not sure what to write. I

asked my teacher for some help. "Writing a poem is easy," he said. "You can write about anything. You can write about how you are feeling. You can write about something that is special to you. You can even write about a common object you see every day." I had a great idea for my poem. "I know what I will write! I want to write a poem about my dog, Fluffy!" I said. "That's a perfect idea," he told me. I thought about Fluffy. I thought about how much I loved to play with him. Then I wrote a poem about him. My first poem was a huge success. I am ready to write more poetry!



Do you like to eat cherries? I think they are delicious! Many people like to eat sweet cherries as a snack. Some people use them when they

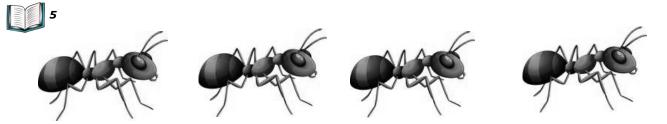


bake things. Did you know that cherries grow on trees? When cherries are ripe, their skins are bright red. When you see red cherries on trees, you know they are ready for picking. Once you pick them, you can eat cherries right off their stems. Just watch out for the seed in the middle! Do not swallow it. You can also use cherries to make desserts or other treats. Many people love cherry pie. I like my cherry pie with some ice cream on top! Cherry jam is another great treat to make with cherries. You can also add cherries to muffins or cookies. My mom puts cherries in pancakes. I like to eat them with my cereal. Cherries are wonderful!

Tom was good at playing soccer. He ran in the park every day to keep himself in shape. He dribbled the ball with his feet to practice for games. He always did his best to



get ready for each soccer game. One day he drove his jeep to the park to go running before a game. When he finished running around the path, he could not find the key to his jeep. It had fallen out of his pocket! He looked everywhere. The key must be buried under some leaves next to the running path. Tom could not leave, so he called his team. "Can you help me find my key?" asked Tom. Tom's team loved to compete so they turned the lost key into a game. They all searched for the key together. Finally, the key was found. Just as Tom thought, it was hidden under the leaves.



Have you ever stopped to examine ants? Ants have three sections to their bodies and six legs. Ants do not have lungs. Oxygen enters through tiny holes all over their bodies. Some ants eat sweet foods like cake. They search for sugar, even at your picnic! Other ants prefer to eat plants. They chop off a piece of a plant and carry it home. An ant can lift twenty times its own weight. If you were as strong as an ant, you would be able to pick up a car! Ants may be black, brown, or red in color. When you see a red ant, watch out! Red ants are called fire ants and they bite! All ants live in big families. There is only one head of each family. She is called the queen. Queen ants can live for many years and have millions of babies.



Is there some type of food that you love to eat? Alita loves to eat pickles. She loves pickles so

much that she puts them on everything! She puts pickles on her ham sandwich for lunch. She puts pickles on top of her cereal in the morning. She even places

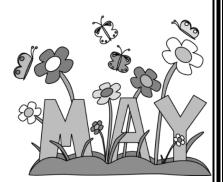


one pickle on her ice cream! Yuck! Alita's brother thinks she might have a pickle problem. Putting pickles on all kinds of food is strange. But guess what? Alita's brother has a problem, too. It is a different kind of food problem. He loves to eat grape jelly. He puts grape jelly on every piece of food that goes into his mouth! Whenever he eats an apple for lunch, he covers it with grape jelly.

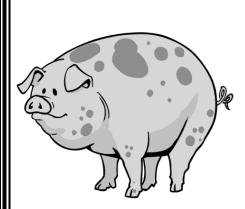


When he eats an egg for breakfast, he puts grape jelly on it. Maybe Alita and her brother love pickles and grape jelly too much!

Even though the calendar says that spring starts in March, it does not feel like spring until the trees and flowers are in full bloom. In the



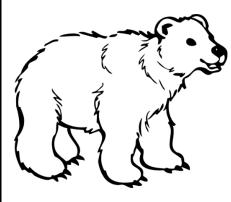
month of May, the flowers come out and the days become warmer. Spring is truly in the air! The first day of May is known as May Day. I read about May Day celebrations that happen all around the world. I decided to have my own May Day celebration! I started by planting colorful flowers in my yard. My friends and I planted some flowers around the school, too! We made flower wreaths to hang on our front doors at home. We made sure there were flowers everywhere! We even made a May pole. We decorated a tall pole with flowers. Then we tied strings to the pole and danced around it. It was so much fun celebrating May Day with my friends!



Glen is a hog. He lives on a farm with many other hogs. Glen liked living on the farm, but there was one problem. Glen was a real pest! When the farmer shoveled

corn into the pen, Glen grabbed it all for himself. He refused to share his huge pile of food. He was messy, too. He liked to spit on the ground. He rolled around in the dirt. He did not care that the pen was dirty. He sat in the straw while the other hogs cleaned up. Soon Glen had no friends, and he was lonely. The other hogs stayed away from him. Glen decided it was time for a change. He started to share his food. He stopped spitting and rolling in the dirt. He even helped to clean the pen. He stopped being such a messy pest. It worked! Soon Glen had plenty of friends.





Have you ever heard of a sun bear? Sun bears are the smallest bears in the world. They have mostly short black fur with light yellow fur on their faces and

chests. People think the yellow fur on their chests looks like the rising sun. That's why we call them sun bears! Sun bears are small enough to live in nests they build high up in trees. They have skin instead of fur on the bottom of their feet. They also have long sharp claws and strong legs. This helps them to climb up trees. Sun bears enjoy spending their days resting in the sunshine. They spend their nights looking for food. What do they like to eat? Sun bears eat mainly berries and insects. They have tongues that are almost ten inches long! Their tongues are long enough to catch insects crawling on tree branches or the ground.



Larry has always had big feet. In fact, his feet are huge! He needs to wear special shoes to fit around his feet. Larry's friends often tell jokes about his huge feet. They



told him he should try out for the football team. Larry was excited when he made the team! At the start of the first game, Larry walked onto the field. Some of the fans started to laugh at his big feet. His shoes looked like an enormous wall. When the game started, the players on the other team could not get around his feet. They could not kick a field goal. They could not score a single touchdown. Larry's team won their first game! By the end of the football season, the team had won every game. They decided to give Larry a trophy. It had a sign that said, "The Best Feet in Football."



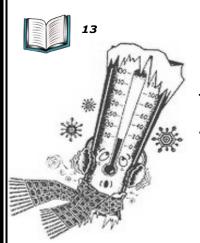
One of my favorite days in school is Reading Day. What is Reading Day? Every year during the month of March, we choose one day when the



only thing we do is reading! I always bring some of my favorite books from home. We all get to share our books with other students. We spend some time reading books to ourselves. We listen to our teacher read us stories. We even have some quest readers visit our class. Last year we used blankets to make reading forts. The best part of the day is getting to read new and different books that other kids bring from home. This year, my teacher said she has a special reading surprise for us. I am excited to find out what it will be! I cannot wait for Reading Day. It is the very best day of the year at school!



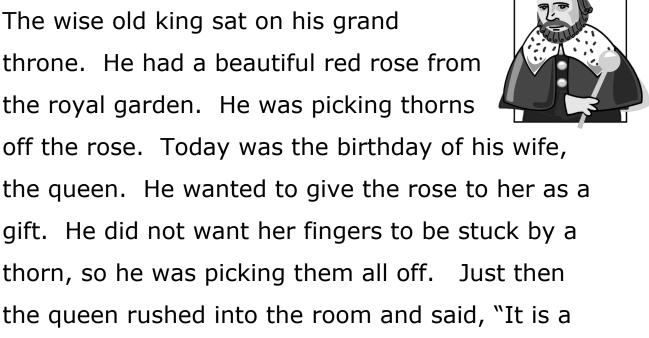
Lilly is my best friend. We have been friends ever since we met on the first day of school. I did not know anyone in my class. During recess, Lilly asked if I wanted to play. I felt shy because I did not know her, but I said, "yes." We have been best friends ever since! Lilly and I are different in many ways. She has long hair, but my hair is short. I love to play soccer, but Lilly likes dancing. Lilly is loud, and I am quiet. Lilly has a pet dog, and I have a cat. I like to read books about animals, but Lilly prefers stories about outer space. We are best friends, even though we seem like opposites! When Lilly is sad, I know how to cheer her up. When I am sick, Lilly makes cards for me. We are great friends for each other.



Many people like to play in the soft, fluffy snow during the winter. Watching a snowfall can be fun. Falling snow is beautiful to see. Falling snow can be dangerous

sometimes, too. Blizzards are winter storms that can be unsafe. These storms have strong gusty winds, heavy snow, and freezing air. The wind can blow extremely hard and fast. The snow might blow so hard that it becomes difficult to see things. Sometimes all you can see in front of you is blowing snow! When this happens, it is called a whiteout. In a whiteout, drivers cannot see the road in front of them or other cars. People may not be able to see where they are walking. The sidewalk can be covered in ice and snow. When there is a blizzard, people should try to stay inside. It is better to watch the snowfall through your window!

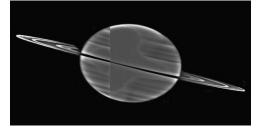
The wise old king sat on his grand throne. He had a beautiful red rose from the royal garden. He was picking thorns



the queen. He wanted to give the rose to her as a gift. He did not want her fingers to be stuck by a thorn, so he was picking them all off. Just then the queen rushed into the room and said, "It is a beautiful day. Can we go for a walk together?" The king did not expect to see the queen. He tried to hide the rose quickly. He put the rose behind his back. Ouch! A thorn on the rose stuck the king's thumb. It started to bleed! It hurt! The queen saw what had happened. She wrapped his thumb in a rag. Maybe the king was not so wise after all!

Deep in outer space there are things called black holes. Black holes are very strange. Scientists are interested in learning about them. Black holes are fascinating to study! A black hole is something like a big vacuum cleaner. It sucks in everything around it. The force is so strong that it pulls in anything that gets too close. It can pull in rocks. It can pull in other objects floating in space. A black hole can even swallow up light. The force in a black hole is so strong that nothing can ever get out. A black hole does not let any light escape. That's why it is black! Black holes are millions of miles away from the Earth. They are so far away that we cannot even see them without a special tool. Black holes are some of the most amazing objects in

space!





Today is the day Jasmine is going to enjoy a picnic with her friends. She hops out of bed quickly and dashes into the kitchen to prepare their lunch. She

makes a delicious meal to pack in the picnic basket. She packs sandwiches and fruit. She puts in her favorite chocolate chip cookies, too. She is all ready to go. Then she takes a peek outside. Oh no! Her smile quickly fades. There are dark storm clouds. Soon it begins to rain. It looks like it will be rainy all day. Her picnic is ruined. She calls her friends and tells them the bad news. One friend has an idea! How about having the picnic inside? They decide to have a rainy day picnic at Jasmine's house. After lunch, the rain stops. They run outside to splash around in puddles. They can still have fun, even in the rain!

How much do you know about

penguins? They are interesting birds! Penguins do not look like most birds. Penguins stand up straight like people. Like all birds, penguins have feathers and lay eggs. You may be surprised to know that penguins cannot fly because they do not have wings. Instead, they have flippers. They use their flippers to swim under the water. Penguins are very good swimmers. They spend more than half of each day in the water! Penguins catch fish and other food in the ocean to eat. A penguin's body is in the shape of a wide rocket. This shape makes it easy for them to dive and swim. But it makes it hard for them to walk! Try walking with a rubber band around your ankles. That's what it is like for penguins! Now you know why penguins waddle when they walk.



bad sore throat. He tried to speak, but his voice just croaked. "My throat hurts. It feels terrible when I try to swallow. My voice sounds like a toad! I think I am sick," cried Will. He crawled back into bed under the blankets. He needed to heal his scratchy throat. He did not want to sound like a toad! Tomorrow was his friend's birthday party, and he could not go if he was still sick. His mother told him to drink some hot water mixed with lemon. She prepared a mug of hot water for him. Will drank it slowly. Then he climbed back into bed to rest. He slept for five hours. When he woke up, Will's throat was better. He no longer sounded like a croaking toad! The hot water and lemon did the trick!

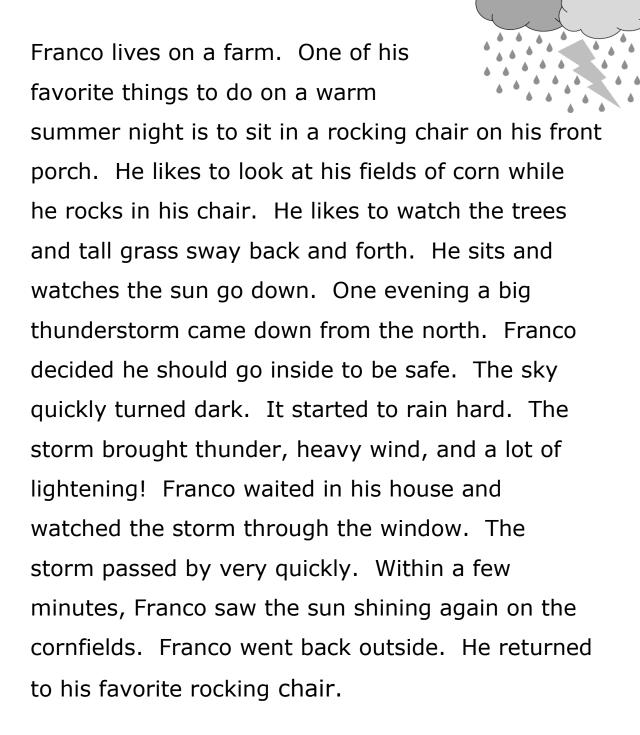
Will woke up this morning with a



The earth is very old. Have you ever wondered what the earth was like a long time ago? We

know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was like by looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. Scientists look for fossils in rocks and in the ground. Fossils are things like teeth, shells, or bones. A footprint can be a fossil, too! Fossils give us hints about what dinosaurs looked like. Fossils tell us about the trees and plants that used to grow. Fossils help us understand what the world was like a long time ago.







outside on a hot summer day. Suddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that many kinds of wasps do not sting at all. Most wasps are yellow and brown. A wasp may be other colors, too. Some are blue or bright red. Wasps are very helpful for farmers. They eat insects that can destroy crops. Crops are able to grow when wasps are around. Even though wasps are pesky, they are important for farming.

Imagine that you are playing



Carlos loves to swim in the lake near his house. Today was the perfect day for swimming. There

was sunshine, and the air was warm. Carlos grabbed his bag and headed to the lake. He could not wait to jump into the water! Just when he was ready to swim, Carlos could not locate his bag. His swim trunks were in that bag! How could he go swimming without his trunks? He knew what to do. Carlos decided to wear his pants in the water instead of swim trunks. So he jumped into the lake. Carlos had a great swim, but his pants were soaked and dripping with water. When he was ready to walk home, he found his bag. He forgot that he set it on a rock near the lake. "Oh, well!" I will dig my trunks out of the bag. I can wear my dry trunks home!"



A desert is an area of land that gets very little rain. A desert gets less than ten inches of rain every year! About one third of the earth's surface is covered in deserts. Most deserts are made of sand. There are often strong winds on a desert. The wind blows the sand to make small hills called dunes. During the day, a desert is very hot and suppy. During

the day, a desert is very hot and sunny. During the night when the sun goes down, the temperature becomes freezing cold! Few plants can live in the desert because there is so little water. One plant that can grow in the desert is a cactus. A cactus does not have leaves. It has small thorns or spikes. Only a small number of animals can survive in the desert. Lizards and coyotes are two kinds of desert animals. There is not enough food and water for most animals to live.





My baby brother refused to eat his lunch. He sat in his high chair and kept his mouth closed tight! He just shook

his head when Mom asked him to open his mouth. Mom tried to trick him to eat. She pretended the spoon was a train. She made a chugging sound like a train engine. My brother opened his mouth for the pretend train. Mom quickly shoved the food into his mouth. But guess what he did? He pushed the food out of his mouth with his tongue! I sat next to my brother chewing on my carrots. I crunched the carrots loudly in my mouth. My brother pointed at me and laughed. He thought the crunching sound was funny. When he laughed, his mouth opened up wide. My mom slipped the food in quickly. My brother chewed his food and laughed again. It worked!



This section includes *Teacher Copy* versions of each passage for teachers to use to record reading errors and determine WCPM for each student's one-minute practice reading.

Each *Teacher Copy* is denoted with an icon in the upper left-hand corner, next to the number of the passage (1-24).



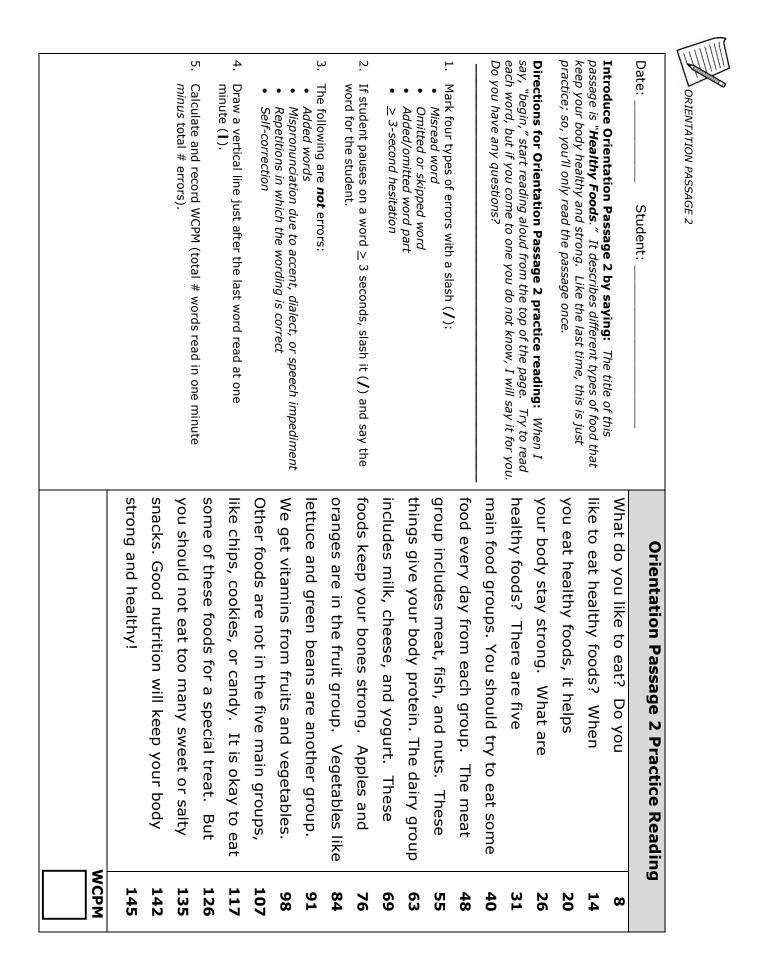
For ease of use, directions for introducing each passage, prompting READ expectations, and administering and scoring reading are printed directly on each *Teacher Copy*.

Space is provided on the *Teacher Copy* for up to three repeated readings for each intervention session. When *ABC Support* is implemented with a small group of students, each student will have only two repeated readings (although a third repeated reading is certainly possible if time permits).

You will need one *Teacher Copy* of a passage per student for each intervention session so you can score the reading performance of individual students. Space is provided to include the date and student's name.

NOTE: The first two passages in the following pages are to be used during the orientation sessions to record as students practice doing a one-minute timed reading.

	ORIENTATION PASSAGE 1	Orientation Passage 1 Practice Reading	9
	Tateadina Orientation Decease 1 by caving. The title of the	John loves to play his silver flute. He	8
	story you are going to read today is " John's Flute ." It is about a	plays for his neighbors during their	14
	will only read the passage once.	birthday parties. He plays for his friends	21
	Directions for Orientation Passage 1 practice reading: When I	at school. He plays for his family at home.	30
	say, "begin," start reading aloud from the top of the page. Try to read each word, but if you come to one you do not know, I will say it	He plays his flute whenever he can! One	38
	for you. Do you have any questions?	night John refused to come to dinner because he	47
I		was playing his flute. "Put your flute away right	56
1.	 Mark four types of errors with a slash (/): Misread word 	now!" said Mom. "It's time for dinner." John did	65
	 Omitted or skipped word Added/omitted word part 	not listen to his mother. He did not put his flute	76
	 ≥ 3-second hesitation 	away. He did not want his mother to know, so he	87
2.	If student pauses on a word \geq 3 seconds, slash it (/) and say the word for the student	hid the flute in the freezer. After dinner, John	96
ι		went to get his flute. Oh no! It was frozen like an	108
ι.	Added words	ice cube. It was too cold to play. John had a plan.	120
	 Mispronunciation due to accent, dialect, or speech impediment Repetitions in which the wording is correct 	He put the flute in front of the oven. The heat	131
	Self-correction	from the oven melted the ice surrounding his flute.	140
4.	Draw a vertical line just after the last word read at one minute (1).	Soon John was playing beautiful tunes once again!	148
	Calculate and record WCPM (total # words read in one minute <i>minus</i> total # errors).		
			WCPM
Γ			



1

WCPM			
		5. Calculate and record WCPM (total # words read in one minute minus total # errors).	'n
147	take a nap at last!	 Draw a vertical line just after the last word read at one minute (1). 	4.
132 142	the baby birds opened their mouths wide. They were ready to be fed their meal. Their mother can	 Repetitions in which the wording is correct Self-correction 	
124	went back to the nest. The second she returned,	 Added words Mispronunciation due to accent, dialect, or speech impediment 	
115	flew down to snatch it up in her beak. Then she	The	
104	sliding through the grass near a bush. She quickly	word for the student.	
95	around looking for a worm. Soon she saw one		J
86	the nest to go search for dinner. She flew all	 Added/omitted word part > 3-second hesitation 	
76	rest until she fed her babies. I watched her leave	 Misread word Omitted or skipped word 	
66	to feed them. I knew the mother would get no	1. Mark four types of errors with a slash ($/$):	1.
56	birds were hungry. They chirped for their mother		1
48	were three little birds sitting in the nest! The baby	if you come to one you do not know, I will say it for you. Do you have any questions?	
38	window. Soon the small blue eggs hatched. There	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but	
30	I could see the nest from my	attention; and, best reading and behavior!	
23	the tree. She laid three eggs.	<i>Frompting for 1st reading:</i> Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and	
17	A mother robin built her nest in	משטער אטוזוב שמשץ שוועא נוזמר אביף נוזבון וווטעוובן עבוץ שמאץ.	
10	outside my bedroom window.	passage for me. The title of this story is "Hungry Baby Birds." It is about some baby kirds that least their mother years husy	
9	There is a large maple tree	Introduce Passage 1 by saving: I would like you to read a	
	Passage 1: 1 st Reading	Date: Student:	D

WCPM		WCPM	
147	take a nap at last!	147	take a nap at last!
142	were ready to be fed their meal. Their mother can	142	were ready to be fed their meal. Their mother can
132	the baby birds opened their mouths wide. They	132	the baby birds opened their mouths wide. They
124	went back to the nest. The second she returned,	124	went back to the nest. The second she returned,
115	flew down to snatch it up in her beak. Then she	115	flew down to snatch it up in her beak. Then she
104	sliding through the grass near a bush. She quickly	104	sliding through the grass near a bush. She quickly
95	around looking for a worm. Soon she saw one	95	around looking for a worm. Soon she saw one
86	the nest to go search for dinner. She flew all	86	the nest to go search for dinner. She flew all
76	rest until she fed her babies. I watched her leave	76	rest until she fed her babies. I watched her leave
66	to feed them. I knew the mother would get no	66	to feed them. I knew the mother would get no
56	birds were hungry. They chirped for their mother	56	birds were hungry. They chirped for their mother
48	were three little birds sitting in the nest! The baby	48	were three little birds sitting in the nest! The baby
38	window. Soon the small blue eggs hatched. There	38	window. Soon the small blue eggs hatched. There
30	I could see the nest from my	30	I could see the nest from my
23	the tree. She laid three eggs.	23	the tree. She laid three eggs.
17	A mother robin built her nest in	17	A mother robin built her nest in
10	outside my bedroom window.	10	outside my bedroom window.
6	There is a large maple tree	6	There is a large maple tree
	Passage 1: 3 rd Reading		Passage 1: 2 nd Reading
; the ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the ome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
d the v; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

ialect, or speech impediment is correctidea," he told me. I thought about Fluffy.115word read at one words read in one minuteI thought about how much I loved to play with him. Then I wrote a poem about him. My first poem was a huge success. I am ready to write more poetry!125words read in one minuteImage: Success is a minute145words read in one minuteImage: Success is a minute147	 Omitted or skipped word Added/omitted word part ≥ 3-second hesitation 2. If student pauses on a word ≥ 3 seconds, slash it (/) and say the word for the student. 3. The following are not errors: Added words Added words Mispronunciation due to accent, dialect, or speech impediment Repetitions in which the wording is correct Self-correction 4. Draw a vertical line just after the last word read at one minute (1). 5. Calculate and record WCPM (total # words read in one minute minute total # errors).
idea," he told me. I thought about Fluffy. I thought about how much I loved to play with him. Then I wrote a poem about him. My first poem was a huge success. I am ready to write more poetry!	If st wor Dra Min
<i>idea,"</i> he told me. I thought about Fluffy. I thought about how much I loved to play with him. Then I wrote a poem about him. My first poem was a huge success. I am ready to write more poetry!	If st Wor Min
<i>idea,"</i> he told me. I thought about Fluffy. I thought about how much I loved to play with him. Then I wrote a poem about him. My first poem was a huge success. I am ready to write	Dray
<i>speech impediment</i> him. Then I wrote a poem about him. My first	If st wor
idea," he told me. I thought about Fluffy. I thought about how much I loved to play with	• • • • • • • •
thought about Fluffy.	
r salu. That's a benett	
about my dog Elufful" I caid "That's a porfort	
know what I will write! I want to write a poem 98	 Omitted or skipped word Added/omitted word part > 3-second hesitation
every day." I had a great idea for my poem. "I 87	Omitted or skipped word
can even write about a common object you see 76	Misread word
write about something that is special to you. You 67	1. Mark four types of errors with a slash (/):
You can write about how you are feeling. You can 58	
<i>will say it for you. Do you</i> is easy," he said. "You can write about anything. 48	if you come to one you do not know, I will say it for you. Do you have any questions?
say, "begin," start e. Try to read each word, but asked my teacher for some help. "Writing a poem 39	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
not sure what to write. I 30	attention; and, best reading and benaviori
vice; good attitude and not know how to begin. I was 24	too slow; lots of excitement in your voice; good attitude and
17 was to write a poem, but I did	
9 9 1 1 1 1 1 1 1 1 1 1	passage for me. This story is " My First Poem ." It is about a girl who discovers how much she loves to write noetry
would like you to read a At school, we are learning 5	Introduce Passage 2 by saving: I would like you to read a
Passage 2: 1 st Reading	Date: Student:
	Z

WCPM		WCPM	
147	more poetry!	147	more poetry!
145	poem was a huge success. I am ready to write	145	poem was a huge success. I am ready to write
135	him. Then I wrote a poem about him. My first	135	him. Then I wrote a poem about him. My first
125	I thought about how much I loved to play with	125	I thought about how much I loved to play with
115	idea," he told me. I thought about Fluffy.	115	idea," he told me. I thought about Fluffy.
107	about my dog, Fluffy!" I said. "That's a perfect	107	about my dog, Fluffy!" I said. "That's a perfect
98	know what I will write! I want to write a poem	86	know what I will write! I want to write a poem
87	every day." I had a great idea for my poem. "I	87	every day." I had a great idea for my poem. "I
76	can even write about a common object you see	76	can even write about a common object you see
67	write about something that is special to you. You	67	write about something that is special to you. You
58	You can write about how you are feeling. You can	58	You can write about how you are feeling. You can
48	is easy," he said. "You can write about anything.	48	is easy," he said. "You can write about anything.
39	asked my teacher for some help. "Writing a poem	39	asked my teacher for some help. "Writing a poem
30	not sure what to write. I	30	not sure what to write. I
24	not know how to begin. I was	24	not know how to begin. I was
17	was to write a poem, but I did	17	was to write a poem, but I did
9	about poetry. Our assignment	9	about poetry. Our assignment
σ	At school, we are learning	σ	At school, we are learning
	Passage 2: 3 rd Reading		Passage 2: 2 nd Reading
g the ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
d the w; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

W	
5	D

		 Calculate and record WCPM (total # words read in one minute minus total # errors).
148	Cherries are wonderful!	 minute (1).
145	pancakes. I like to eat them with my cereal.	A Draw a vertical line just after the last word read at one
136	muffins or cookies. My mom puts cherries in	 Repetitions in which the wording is correct Self-correction
128	make with cherries. You can also add cherries to	 Added words Mispronunciation due to accent, dialect, or speech impediment
119	cream on top! Cherry jam is another great treat to	3. The following are <i>not</i> errors:
109	cherry pie. I like my cherry pie with some ice	word for the student.
99	make desserts or other treats. Many people love	
91	Do not swallow it. You can also use cherries to	 Added/omitted word part > 3-second hesitation
81	stems. Just watch out for the seed in the middle!	 Misread word Omitted or skipped word
71	pick them, you can eat cherries right off their	1. Mark four types of errors with a slash (7) :
62	you know they are ready for picking. Once you	
53	bright red. When you see red cherries on trees,	if you come to one you do not know, I will say it for you. Do you have any questions?
44	trees? When cherries are ripe, their skins are	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
36	bake things. Did you know that cherries grow on	attention; and, best reading and behavior!
27	Some people use them when they	too slow; lots of excitement in your voice; good attitude and
21	to eat sweet cherries as a snack.	to optimize with source beoptic minity crienties are wonderfunt.
14	they are delicious! Many people like	passage for me. The title of this passage is "Wonderful Cherries." It explains why some neople thick cherries are wonderful
8	Do you like to eat cherries? I think	Introduce Passage 3 by saving: I would like you to read a
	Passage 3: 1 st Reading	Date: Student:

ees, 53 you 62 ir 71 iddle! 81 to 91 to 91 ce 99 ce 109 reat to 119 es to 128 145 148 MCPM	bright red. When you see red cherries on trees, you know they are ready for picking. Once you pick them, you can eat cherries right off their stems. Just watch out for the seed in the middle! Do not swallow it. You can also use cherries to make desserts or other treats. Many people love cherry pie. I like my cherry pie with some ice cream on top! Cherry jam is another great treat to muffins or cookies. My mom puts cherries in pancakes. I like to eat them with my cereal. Cherries are wonderful!
ees, 53 you 62 ir 71 iddle! 81 to 91 to 91 reat to 119 es to 128 145 148	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off the stems. Just watch out for the seed in the Do not swallow it. You can also use cherria make desserts or other treats. Many peop cherry pie. I like my cherry pie with some cream on top! Cherry jam is another great make with cherries. You can also add che muffins or cookies. My mom puts cherries pancakes. I like to eat them with my cerea Cherries are wonderful!
ees, 53 iddle! 51 to 51 to 91 to 91 es to 119 es to 119 136 145	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off the stems. Just watch out for the seed in the Do not swallow it. You can also use cherrie make desserts or other treats. Many peop cherry pie. I like my cherry pie with some cream on top! Cherry jam is another great make with cherries. You can also add che muffins or cookies. My mom puts cherries pancakes. I like to eat them with my cerea
ees, 53 iddle! 51 to 51 to 51 to 51 to 51 es to 51 109 es to 119 136 145	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off the stems. Just watch out for the seed in the Do not swallow it. You can also use cherrie make desserts or other treats. Many peop cherry pie. I like my cherry pie with some cream on top! Cherry jam is another great make with cherries. You can also add che muffins or cookies. My mom puts cherries pancakes. I like to eat them with my cerea
ees, 53 iddle! 51 to 51 to 51 to 91 to 91 to 91 reat to 119 es to 119 136	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off the stems. Just watch out for the seed in the Do not swallow it. You can also use cherrie make desserts or other treats. Many peop cherry pie. I like my cherry pie with some cream on top! Cherry jam is another great make with cherries. You can also add che muffins or cookies. My mom puts cherries
o 109 128	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off th stems. Just watch out for the seed in the Do not swallow it. You can also use cherrie make desserts or other treats. Many peop cherry pie. I like my cherry pie with some cream on top! Cherry jam is another great make with cherries. You can also add che
6 · · · · · · · · · · · · · · · · · · ·	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off th stems. Just watch out for the seed in the Do not swallow it. You can also use cherrie make desserts or other treats. Many peop cherry pie. I like my cherry pie with some cream on top! Cherry jam is another great
- 53 91 109	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off th stems. Just watch out for the seed in the Do not swallow it. You can also use cherria make desserts or other treats. Many peop cherry pie. I like my cherry pie with some
- 91 95	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off the stems. Just watch out for the seed in the Do not swallow it. You can also use cherrie make desserts or other treats. Many peop
es, 53 ou 62 idle! 71 91	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off the stems. Just watch out for the seed in the Do not swallow it. You can also use cherrie
es, 53 ou 62 71 81	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off the stems. Just watch out for the seed in the
ou es, 53	bright red. When you see red cherries on you know they are ready for picking. Onc pick them, you can eat cherries right off th
es, 53 62	bright red. When you see red cherries on you know they are ready for picking. Onc
es, 53	bright red. When you see red cherries on
is are 44 trees? When cherries are rine their skins are	trees? When cherries are ripe, their skins are
grow on 36 bake things. Did you	bake things. Did you know that cherries grow on
27 Some people use them when they	Some people use them when they
21 to eat sweet cherrie	to eat sweet cherries as a snack.
14 they are delicious!	they are delicious! Many people like
8 Do you like to eat cherries? I think	Do you like to eat cherries? I think
ing Passage 3:	Passage 3: 2 nd Reading
<i>", start reading the Directions for 3</i> rd reading: <i>When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.</i>	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
t too slow; lots of story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!
to e	IG bt store

	Tom was good at playing soccer. He	7
passage for me. The title of this story is " The Lost Key ." It is about	ran in the park every day to keep	15
a group or menus that came together to help lind a lost key.	himself in shape. He dribbled the	21
Prompting for 1st reading: Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and	ball with his feet to practice for	28
attention; and, best reading and behavior!	games. He always did his best to	ω 5
Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but	get ready for each soccer game. One day he drove	45
if you come to one you do not know, I will say it for you. Do you	his jeep to the park to go running before a game.	56
	When he finished running around the path, he	64
1. Mark four types of errors with a slash ($/$):	could not find the key to his jeep. It had fallen out	76
	of his pocket! He looked everywhere. The key	84
 Added/omitted word part > 3-second besitation 	must be buried under some leaves next to the	93
	running path. Tom could not leave, so he called	102
2. If student pauses on a word ≥ 3 seconds, slasn it (/) and say the word for the student.	his team. "Can you help me find my key?" asked	112
3. The following are <i>not</i> errors:	Tom. Tom's team loved to compete so they turned	121
 Added words Mispronunciation due to accent, dialect, or speech impediment 	the lost key into a game. They all searched for the	132
 Repetitions in which the wording is correct Self-correction 	key together. Finally, the key was found. Just as	141
4. Draw a vertical line just after the last word read at one	Tom thought, it was hidden under the leaves.	149
IIIIIIIIIE (I).		
 Calculate and record WCPM (total # words read in one minute minus total # errors). 		
	×	WCPM
	Γ	

WCPM		WCPM	
149	Tom thought, it was hidden under the leaves.	149	Tom thought, it was hidden under the leaves.
141	key together. Finally, the key was found. Just as	141	key together. Finally, the key was found. Just as
132	the lost key into a game. They all searched for the	132	the lost key into a game. They all searched for the
121	Tom. Tom's team loved to compete so they turned	121	Tom. Tom's team loved to compete so they turned
112	his team. "Can you help me find my key?" asked	112	his team. "Can you help me find my key?" asked
102	running path. Tom could not leave, so he called	102	running path. Tom could not leave, so he called
93	must be buried under some leaves next to the	93	must be buried under some leaves next to the
84	of his pocket! He looked everywhere. The key	84	of his pocket! He looked everywhere. The key
76	could not find the key to his jeep. It had fallen out	76	could not find the key to his jeep. It had fallen out
64	When he finished running around the path, he	64	When he finished running around the path, he
56	his jeep to the park to go running before a game.	56	his jeep to the park to go running before a game.
45	get ready for each soccer game. One day he drove	45	get ready for each soccer game. One day he drove
35	games. He always did his best to	35	games. He always did his best to
28	ball with his feet to practice for	28	ball with his feet to practice for
21	himself in shape. He dribbled the	21	himself in shape. He dribbled the
15	ran in the park every day to keep	15	ran in the park every day to keep
7	Tom was good at playing soccer. He	7	Tom was good at playing soccer. He
	Passage 4: 3 rd Reading		Passage 4: 2 nd Reading
<i>y the</i> ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the ome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
d the v; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
		 Calculate and record WCPM (total # words read in one minute minus total # errors).
		 Draw a vertical line just after the last word read at one minute (1).
147	years and have millions of babies.	 Mispronunciation due to accent, dialect, or speech impediment Repetitions in which the wording is correct Self-correction
141	called the queen. Queen ants can live for many	 3. The following are <i>not</i> errors: Added words
132	There is only one head of each family. She is	word for the student.
122	and they bite! All ants live in big families.	2. If student pauses on a word \geq 3 seconds, slash it (/) and say the
113	red ant, watch out! Red ants are called fire ants	 <u>></u> 3-second hesitation
103	black, brown, or red in color. When you see a	 Omitted or skipped word Added/omitted word part
93	would be able to pick up a car! Ants may be	 Mark four types of errors with a slash (/): Misread word
82	own weight. If you were as strong as an ant, you	
71	carry it home. An ant can lift twenty times its	
61	plants. They chop off a piece of a plant and	reading aloud from the top of the page. Try to read each word, but if you come to one you do not know. I will say it for you. Do you
51	even at your picnic! Other ants prefer to eat	Directions for 1st reading: When I say, "begin," start
42	sweet foods like cake. They search for sugar,	too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!
34	tiny holes all over their bodies. Some ants eat	Prompting for 1 st reading: Remember: Read carefully, but not
25	Ants do not have lungs. Oxygen enters through	passage.
17	have three sections to their bodies and six legs.	read a passage for me. This is called "Amazing Ants." See how
8	Have you ever stopped to examine ants? Ants	Introduce Passage 5 passage by saving: I would like you to
	Passage 5: 1 st Reading	Date: Student:
		S

WCPM		WCРМ	
147	years and have millions of babies.	147	years and have millions of babies.
141	called the queen. Queen ants can live for many	141	called the queen. Queen ants can live for many
132	There is only one head of each family. She is	132	There is only one head of each family. She is
122	and they bite! All ants live in big families.	122	and they bite! All ants live in big families.
113	red ant, watch out! Red ants are called fire ants	113	red ant, watch out! Red ants are called fire ants
103	black, brown, or red in color. When you see a	103	black, brown, or red in color. When you see a
93	would be able to pick up a car! Ants may be	93	would be able to pick up a car! Ants may be
82	own weight. If you were as strong as an ant, you	82	own weight. If you were as strong as an ant, you
71	carry it home. An ant can lift twenty times its	71	carry it home. An ant can lift twenty times its
61	plants. They chop off a piece of a plant and	61	plants. They chop off a piece of a plant and
51	even at your picnic! Other ants prefer to eat	51	even at your picnic! Other ants prefer to eat
42	sweet foods like cake. They search for sugar,	42	sweet foods like cake. They search for sugar,
34	tiny holes all over their bodies. Some ants eat	34	tiny holes all over their bodies. Some ants eat
25	Ants do not have lungs. Oxygen enters through	25	Ants do not have lungs. Oxygen enters through
17	have three sections to their bodies and six legs.	17	have three sections to their bodies and six legs.
8	Have you ever stopped to examine ants? Ants	8	Have you ever stopped to examine ants? Ants
	Passage 5: 3 rd Reading		Passage 5: 2 nd Reading
g the ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	ig the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
d the w; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story is of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
		 Calculate and record WCPM (total # words read in one minute minus total # errors).
150	too much!	
148	her brother love pickles and grape jelly	4. Draw a vertical line just after the last word read at one
141	puts grape jelly on it. Maybe Alita and	 Repetitions in which the wording is correct Self-correction
133	When he eats an egg for breakfast, he	 Added words Mispronunciation due to accent, dialect, or speech impediment
125	an apple for lunch, he covers it with grape jelly.	3. The following are <i>not</i> errors:
115	food that goes into his mouth! Whenever he eats	2. If student, pauses on a word \geq 3 seconds, stash it (7) and say the word for the student.
106	grape jelly. He puts grape jelly on every piece of	
96	different kind of food problem. He loves to eat	 Added/omitted word part > 3-second hesitation
87	what? Alita's brother has a problem, too. It is a	 Misread word Omitted or skipped word
77	pickles on all kinds of food is strange. But guess	1. Mark four types of errors with a slash $(/)$:
67	thinks she might have a pickle problem. Putting	
59	one pickle on her ice cream! Yuck! Alita's brother	if you come to one you do not know, I will say it for you. Do you have any questions?
50	cereal in the morning. She even places	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
43	for lunch. She puts pickles on top of her	attention; and, best reading and behavior!
34	She puts pickles on her ham sandwich	too slow; lots of excitement in your voice; good attitude and
27	much that she puts them on everything!	to about two kinds mindse takon te nimids to car are brevies and Jenk.
20	Alita loves to eat pickles. She loves pickles so	read a passage for me. The title of this story is " Pickles and Jely ." It's about two kids whose favorite things to get are nickles and jelly."
11	Is there some type of food that you love to eat?	Introduce Passage 6 passage by saving: I would like you to
	Passage 6: 1 st Reading	Date: Student:
		6

WCPM		WCPM	
150	too much!	150	too much!
148	her brother love pickles and grape jelly	148	her brother love pickles and grape jelly
141	puts grape jelly on it. Maybe Alita and	141	puts grape jelly on it. Maybe Alita and
133	When he eats an egg for breakfast, he	133	When he eats an egg for breakfast, he
125	an apple for lunch, he covers it with grape jelly.	125	an apple for lunch, he covers it with grape jelly.
115	food that goes into his mouth! Whenever he eats	115	food that goes into his mouth! Whenever he eats
106	grape jelly. He puts grape jelly on every piece of	106	grape jelly. He puts grape jelly on every piece of
96	different kind of food problem. He loves to eat	96	different kind of food problem. He loves to eat
87	what? Alita's brother has a problem, too. It is a	87	what? Alita's brother has a problem, too. It is a
77	pickles on all kinds of food is strange. But guess	77	pickles on all kinds of food is strange. But guess
67	thinks she might have a pickle problem. Putting	67	thinks she might have a pickle problem. Putting
59	one pickle on her ice cream! Yuck! Alita's brother	59	one pickle on her ice cream! Yuck! Alita's brother
50	cereal in the morning. She even places	50	cereal in the morning. She even places
43	for lunch. She puts pickles on top of her	43	for lunch. She puts pickles on top of her
34	She puts pickles on her ham sandwich	34	She puts pickles on her ham sandwich
27	much that she puts them on everything!	27	much that she puts them on everything!
20	Alita loves to eat pickles. She loves pickles so	20	Alita loves to eat pickles. She loves pickles so
11	Is there some type of food that you love to eat?	11	Is there some type of food that you love to eat?
	Passage 6: 3 rd Reading		Passage 6: 2 nd Reading
i the ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	ig the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
t the v; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
		 Calculate and record WCPM (total # words read in one minute minus total # errors).
150	May Day with my friends!	
145	danced around it. It was so much fun celebrating	4. Draw a vertical line just after the last word read at one
136	flowers. Then we tied strings to the pole and	 Repetitions in which the wording is correct Self-correction
127	made a May pole. We decorated a tall pole with	 Added words Mispronunciation due to accent, dialect, or speech impediment
117	sure there were flowers everywhere! We even	3. The following are <i>not</i> errors:
110	to hang on our front doors at home. We made	word for the student.
100	around the school, too! We made flower wreaths	If student periods on a word ~
92	in my yard. My friends and I planted some flowers	 Added/omitted word part > 3-second hesitation
82	celebration! I started by planting colorful flowers	 Misread word Omitted or skipped word
75	the world. I decided to have my own May Day	1. Mark four types of errors with a slash (\mathbf{I}) :
65	about May Day celebrations that happen all around	
57	first day of May is known as May Day. I read	if you come to one you do not know, I will say it for you. Do you have any questions?
46	become warmer. Spring is truly in the air! The	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
37	month of May, the flowers come out and the days	attention; and, best reading and behavior!
27	flowers are in full bloom. In the	too slow; lots of excitement in your voice; good attitude and
20	feel like spring until the trees and	
13	spring starts in March, it does not	passage for me. This passage is called " May Day ." There is one day when the world celebrates with flowers that bloom in the spring
9	Even though the calendar says that	Introduce Passage 7 by saving: I would like you to read a
	Passage 7: 1 st Reading	Date: Student:
		7

WCPM		WCPM	
150	May Day with my friends!	150	May Day with my friends!
145	danced around it. It was so much fun celebrating	145	danced around it. It was so much fun celebrating
136	flowers. Then we tied strings to the pole and	136	flowers. Then we tied strings to the pole and
127	made a May pole. We decorated a tall pole with	127	made a May pole. We decorated a tall pole with
117	sure there were flowers everywhere! We even	117	sure there were flowers everywhere! We even
110	to hang on our front doors at home. We made	110	to hang on our front doors at home. We made
100	around the school, too! We made flower wreaths	100	around the school, too! We made flower wreaths
92	in my yard. My friends and I planted some flowers	92	in my yard. My friends and I planted some flowers
82	celebration! I started by planting colorful flowers	82	celebration! I started by planting colorful flowers
75	the world. I decided to have my own May Day	75	the world. I decided to have my own May Day
65	about May Day celebrations that happen all around	65	about May Day celebrations that happen all around
57	first day of May is known as May Day. I read	57	first day of May is known as May Day. I read
46	become warmer. Spring is truly in the air! The	46	become warmer. Spring is truly in the air! The
37	month of May, the flowers come out and the days	37	month of May, the flowers come out and the days
27	flowers are in full bloom. In the	27	flowers are in full bloom. In the
20	feel like spring until the trees and	20	feel like spring until the trees and
13	spring starts in March, it does not	13	spring starts in March, it does not
6	Even though the calendar says that	6	Even though the calendar says that
	Passage 7: 3 rd Reading		Passage 7: 2 nd Reading
the ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the ome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
t the r; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		5. Calculate and record WCPM (total # words read in one minute <i>minus</i> total # errors).	
+ + V		 Draw a vertical line just after the last word read at one minute (1). 	4.
142	pen. He stopped being such a messy pest. It	 Repetitions in which the wording is correct Self-correction 	
133	rolling in the dirt. He even helped to clean the	 Added words Mispronunciation due to accent, dialect, or speech impediment 	
123	started to share his food. He stopped spitting and	3. The following are <i>not</i> errors:	ω.
114	him. Glen decided it was time for a change. He	word for the student.	
104	he was lonely. The other hogs stayed away from	The tridoat por concord a word a	ა
95	hogs cleaned up. Soon Glen had no friends, and	 Added/omitted word part > 3-second hesitation 	
86	pen was dirty. He sat in the straw while the other	 Misread word Omitted or skipped word 	
75	rolled around in the dirt. He did not care that the	1. Mark four types of errors with a slash ($/$):	÷
64	messy, too. He liked to spit on the ground. He		I
54	He refused to share his huge pile of food. He was	if you come to one you do not know, I will say it for you. Do you have any nuestions?	
43	corn into the pen, Glen grabbed it all for himself.	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but	
33 3	pest! When the farmer shoveled	attention; and, best reading and behavior!	
28	one problem. Glen was a real	Frompting for 1st reading: Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and	
22	living on the farm, but there was	nave ever inved with a messy pest, you know it is not full at am	
15	with many other hogs. Glen liked	passage for me. The title of this story is "A Messy Pest." If you have ever lived with a messy past you know it is not fin at all	
9	Glen is a hog. He lives on a farm	Totroduce Passage 8 by saving: I would like you to read a	
	Passage 8: 1 st Reading	Date: Student:	D
		S	1 1004
			///

WCPM		WCPM	
149	worked! Soon Glen had plenty of friends.	149	worked! Soon Glen had plenty of friends.
142	pen. He stopped being such a messy pest. It	142	pen. He stopped being such a messy pest. It
133	rolling in the dirt. He even helped to clean the	133	rolling in the dirt. He even helped to clean the
123	started to share his food. He stopped spitting and	123	started to share his food. He stopped spitting and
114	him. Glen decided it was time for a change. He	114	him. Glen decided it was time for a change. He
104	he was lonely. The other hogs stayed away from	104	he was lonely. The other hogs stayed away from
95	hogs cleaned up. Soon Glen had no friends, and	95	hogs cleaned up. Soon Glen had no friends, and
86	pen was dirty. He sat in the straw while the other	86	pen was dirty. He sat in the straw while the other
75	rolled around in the dirt. He did not care that the	75	rolled around in the dirt. He did not care that the
64	messy, too. He liked to spit on the ground. He	64	messy, too. He liked to spit on the ground. He
54	He refused to share his huge pile of food. He was	54	He refused to share his huge pile of food. He was
43	corn into the pen, Glen grabbed it all for himself.	43	corn into the pen, Glen grabbed it all for himself.
33	pest! When the farmer shoveled	33	pest! When the farmer shoveled
28	one problem. Glen was a real	28	one problem. Glen was a real
22	living on the farm, but there was	22	living on the farm, but there was
15	with many other hogs. Glen liked	15	with many other hogs. Glen liked
9	Glen is a hog. He lives on a farm	9	Glen is a hog. He lives on a farm
	Passage 8: 3 rd Reading		Passage 8: 2 nd Reading
ng the come to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	ig the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
ad the ow; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story is of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
149	ground.	 Calculate and record WCPM (total # words read in one minute minus total # errors).
148	catch insects crawling on tree branches or the	minute (1).
140	inches long! Their tongues are long enough to	4 Draw a vertical line just after the last word read at one
132	insects. They have tongues that are almost ten	 Repetitions in which the wording is correct Self-correction
124	like to eat? Sun bears eat mainly berries and	 Added words Mispronunciation due to accent, dialect, or speech impediment
115	spend their nights looking for food. What do they	3. The following are <i>not</i> errors:
106	spending their days resting in the sunshine. They	2. If student pauses on a word \geq 3 seconds, stash it (7) and say the word for the student.
98	helps them to climb up trees. Sun bears enjoy	
68	also have long sharp claws and strong legs. This	 Added/omitted word part ≥ 3-second hesitation
80	instead of fur on the bottom of their feet. They	 Misread word Omitted or skipped word
70	nests they build high up in trees. They have skin	1. Mark four types of errors with a slash ($/$):
60	sun bears! Sun bears are small enough to live in	
50	looks like the rising sun. That's why we call them	if you come to one you do not know, I will say it for you. Do you have any questions?
40	chests. People think the yellow fur on their chests	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
31	yellow fur on their faces and	attention; and, best reading and behavior!
25	mostly short black fur with light	too slow; lots of excitement in your voice; good attitude and
19	bears in the world. They have	שיייייין אירא איריין אירא איריין אירא אירא
13	bear? Sun bears are the smallest	passage for me. This passage is called "Sun Bears." A lot of people
7	Have you ever heard of a sun	Introduce Passage 9 by saving: I would like you to read a
	Passage 9: 1 st Reading	Date: Student:

WCDM		WCDM	
149	ground.	149	ground.
148	catch insects crawling on tree branches or the	148	catch insects crawling on tree branches or the
140	inches long! Their tongues are long enough to	140	inches long! Their tongues are long enough to
132	insects. They have tongues that are almost ten	132	insects. They have tongues that are almost ten
124	like to eat? Sun bears eat mainly berries and	124	like to eat? Sun bears eat mainly berries and
115	spend their nights looking for food. What do they	115	spend their nights looking for food. What do they
106	spending their days resting in the sunshine. They	106	spending their days resting in the sunshine. They
86	helps them to climb up trees. Sun bears enjoy	86	helps them to climb up trees. Sun bears enjoy
89	also have long sharp claws and strong legs. This	89	also have long sharp claws and strong legs. This
80	instead of fur on the bottom of their feet. They	80	instead of fur on the bottom of their feet. They
70	nests they build high up in trees. They have skin	70	nests they build high up in trees. They have skin
60	sun bears! Sun bears are small enough to live in	60	sun bears! Sun bears are small enough to live in
50	looks like the rising sun. That's why we call them	50	looks like the rising sun. That's why we call them
40	chests. People think the yellow fur on their chests	40	chests. People think the yellow fur on their chests
31	yellow fur on their faces and	31	yellow fur on their faces and
25	mostly short black fur with light	25	mostly short black fur with light
19	bears in the world. They have	19	bears in the world. They have
13	bear? Sun bears are the smallest	13	bear? Sun bears are the smallest
7	Have you ever heard of a sun	7	Have you ever heard of a sun
	Passage 9: 3 rd Reading		Passage 9: 2 nd Reading
g the come to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the ome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
nd the w; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
		 Calculate and record WCPM (total # words read in one minute minus total # errors).
140	מ צועוד נוזמר צמוע, דוופ מפצר רפיר ווד רטטנטמוו.	4. Draw a vertical line just after the last word read at one minute (1).
139		 Repetitions in which the wording is correct Self-correction
129	the football season, the team had won every	 Added words Mispronunciation due to accent, dialect, or speech impediment
121	Larry's team won their first game! By the end of	3. The following are <i>not</i> errors:
111	goal. They could not score a single touchdown.	2. If student pauses on a word \geq 3 seconds, stash it (/) and say the word for the student.
103	not get around his feet. They could not kick a field	
92	game started, the players on the other team could	 Added/omitted word part > 3-second hesitation
83	His shoes looked like an enormous wall. When the	 Misread word Omitted or skipped word
74	Some of the fans started to laugh at his big feet.	1. Mark four types of errors with a slash (I):
63	start of the first game, Larry walked onto the field.	
53 53	Larry was excited when he made the team! At the	if you come to one you do not know, I will say it for you. Do you have any questions?
43	told him he should try out for the football team.	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
33	jokes about his huge feet. They	attention; and, best reading and behavior!
27	his feet. Larry's friends often tell	too slow; lots of excitement in your voice; good attitude and
21	to wear special shoes to fit around	wow: it looks like taily steet are really, really big:
14	fact, his feet are huge! He needs	ig Feet."
7	Larry has always had big feet. In	Introduce Passage 10 by saving: I would like you to read a
	Passage 10: 1 st Reading	Date: Student:
		10

WCPM		WCPM	
148	a sign that said, "The Best Feet in Football."	148	a sign that said, "The Best Feet in Football."
139	game. They decided to give Larry a trophy. It had	139	game. They decided to give Larry a trophy. It had
129	the football season, the team had won every	129	the football season, the team had won every
121	Larry's team won their first game! By the end of	121	Larry's team won their first game! By the end of
111	goal. They could not score a single touchdown.	111	goal. They could not score a single touchdown.
103	not get around his feet. They could not kick a field	103	not get around his feet. They could not kick a field
92	game started, the players on the other team could	92	game started, the players on the other team could
83	His shoes looked like an enormous wall. When the	83	His shoes looked like an enormous wall. When the
74	Some of the fans started to laugh at his big feet.	74	Some of the fans started to laugh at his big feet.
63	start of the first game, Larry walked onto the field.	63	start of the first game, Larry walked onto the field.
53	Larry was excited when he made the team! At the	53	Larry was excited when he made the team! At the
43	told him he should try out for the football team.	43	told him he should try out for the football team.
33	jokes about his huge feet. They	33	jokes about his huge feet. They
27	his feet. Larry's friends often tell	27	his feet. Larry's friends often tell
21	to wear special shoes to fit around	21	to wear special shoes to fit around
14	fact, his feet are huge! He needs	14	fact, his feet are huge! He needs
7	Larry has always had big feet. In	7	Larry has always had big feet. In
	Passage 10: 3 rd Reading		Passage 10: 2 nd Reading
<i>; the</i> ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
d the v; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story 's of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

11	

WCPM			
		Calculate and record WCPM (total # words read in one minute <i>minus</i> total # errors).	
		Draw a vertical line just after the last word read at one minute (1).	4.
141 147	cannot wait for Reading Day. It is the very best	 Repetitions in which the wording is correct Self-correction 	
131	for us. I am excited to find out what it will be! I	 Added words Mispronunciation due to accent, dialect, or speech impediment 	
118	my teacher said she has a special reading surprise	The	ω.
109	books that other kids bring from home. This year,	word for the student.	!
100	of the day is getting to read new and different		J
90	used blankets to make reading forts. The best part	 Added/omitted word part <u>></u> 3-second hesitation 	
81	some guest readers visit our class. Last year we	 Misread word Omitted or skipped word 	
72	to our teacher read us stories. We even have	Mark four types of errors with a slash ($/$):	<u>+</u>
63	some time reading books to ourselves. We listen		I
55	share our books with other students. We spend	if you come to one you do not know, I will say it for you. Do you have any questions?	
47	of my favorite books from home. We all get to	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but	
37	only thing we do is reading! I always bring some	attention; and, best reading and behavior!	
27	March, we choose one day when the	too slow; lots of excitement in your voice; good attitude and	
20	Every year during the month of	The accuracy of a special school day that is just for reading books.	
14	Reading Day. What is Reading Day?	passage for me. This passage is called " Reading Day ."	
8	One of my favorite days in school is	Introduce Passage 11 by saving: I would like you to read a	
	Passage 11: 1 st Reading	Date: Student:	Da

WCPM		WCPM	
147	day of the year at school!	147	day of the year at school!
141	cannot wait for Reading Day. It is the very best	141	cannot wait for Reading Day. It is the very best
131	for us. I am excited to find out what it will be! I	131	for us. I am excited to find out what it will be! I
118	my teacher said she has a special reading surprise	118	my teacher said she has a special reading surprise
109	books that other kids bring from home. This year,	109	books that other kids bring from home. This year,
100	of the day is getting to read new and different	100	of the day is getting to read new and different
90	used blankets to make reading forts. The best part	90	used blankets to make reading forts. The best part
81	some guest readers visit our class. Last year we	81	some guest readers visit our class. Last year we
72	to our teacher read us stories. We even have	72	to our teacher read us stories. We even have
63	some time reading books to ourselves. We listen	63	some time reading books to ourselves. We listen
55	share our books with other students. We spend	55	share our books with other students. We spend
47	of my favorite books from home. We all get to	47	of my favorite books from home. We all get to
37	only thing we do is reading! I always bring some	37	only thing we do is reading! I always bring some
27	March, we choose one day when the	27	March, we choose one day when the
20	Every year during the month of	20	Every year during the month of
14	Reading Day. What is Reading Day?	14	Reading Day. What is Reading Day?
8	One of my favorite days in school is	8	One of my favorite days in school is
	Passage 11: 3 rd Reading		Passage 11: 2 nd Reading
the me to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the ome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
the '; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
		 Calculate and record WCPM (total # words read in one minute minus total # errors).
		4. Draw a vertical line just after the last word read at one minute (1).
150	great friends for each other.	 Repetitions in which the wording is correct Self-correction
145	When I am sick, Lilly makes cards for me. We are	 Added words Mispronunciation due to accent, dialect, or speech impediment
134	When Lilly is sad, I know how to cheer her up.	3. The following are not errors:
123	friends, even though we seem like opposites!	2. If student pauses on a word \geq 3 seconds, stash it (7) and say the word for the student.
116	prefers stories about outer space. We are best	
108	cat. I like to read books about animals, but Lilly	 Added/omitted word part > 3-second hesitation
86	and I am quiet. Lilly has a pet dog, and I have a	 Misread word Omitted or skipped word
85	play soccer, but Lilly likes dancing. Lilly is loud,	1. Mark four types of errors with a slash (\mathbf{I}) :
76	She has long hair, but my hair is short. I love to	
64	since! Lilly and I are different in many ways.	if you come to one you do not know, I will say it for you. Do you have any questions?
55 5	I said, "yes." We have been best friends ever	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
46	to play. I felt shy because I did not know her, but	attention; and, best reading and behavior!
34	in my class. During recess, Lilly asked if I wanted	too slow; lots of excitement in your voice; good attitude and
24	day of school. I did not know anyone	
16	friends ever since we met on the first	passage for me. This story is "Best Friends." It's about two kids
8	Lilly is my best friend. We have been	Introduce Passage 12 by saving: I would like you to read a
	Passage 12: 1 st Reading	Date: Student:
		12
		,

WCPM		WCPM	
150	great friends for each other.	150	great friends for each other.
145	When I am sick, Lilly makes cards for me. We are	145	When I am sick, Lilly makes cards for me. We are
134	When Lilly is sad, I know how to cheer her up.	134	When Lilly is sad, I know how to cheer her up.
123	friends, even though we seem like opposites!	123	friends, even though we seem like opposites!
116	prefers stories about outer space. We are best	116	prefers stories about outer space. We are best
108	cat. I like to read books about animals, but Lilly	108	cat. I like to read books about animals, but Lilly
98	and I am quiet. Lilly has a pet dog, and I have a	86	and I am quiet. Lilly has a pet dog, and I have a
85	play soccer, but Lilly likes dancing. Lilly is loud,	85	play soccer, but Lilly likes dancing. Lilly is loud,
76	She has long hair, but my hair is short. I love to	76	She has long hair, but my hair is short. I love to
64	since! Lilly and I are different in many ways.	64	since! Lilly and I are different in many ways.
55	I said, "yes." We have been best friends ever	55	I said, "yes." We have been best friends ever
46	to play. I felt shy because I did not know her, but	46	to play. I felt shy because I did not know her, but
34	in my class. During recess, Lilly asked if I wanted	34	in my class. During recess, Lilly asked if I wanted
24	day of school. I did not know anyone	24	day of school. I did not know anyone
16	friends ever since we met on the first	16	friends ever since we met on the first
8	Lilly is my best friend. We have been	8	Lilly is my best friend. We have been
	Passage 12: 3 rd Reading		Passage 12: 2 nd Reading
g the ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	ng the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
d the w; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	l the story ts of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
148	window!	החוועש שעמו # פווטרש).
147	better to watch the snowfall through your	5. Calculate and record WCPM (total # words read in one minute
140	blizzard, people should try to stay inside. It is	
131	covered in ice and snow. When there is a	4. Draw a vertical line just after the last word read at one
122	where they are walking. The sidewalk can be	 Repetitions in which the wording is correct Self-correction
114	other cars. People may not be able to see	 Added words Mispronunciation due to accent, dialect, or speech impediment
105	drivers cannot see the road in front of them or	3. The following are <i>not</i> errors:
95	happens, it is called a whiteout. In a whiteout,	word for the student.
86	see in front of you is blowing snow! When this	2. If student names on a word ~ 3 seconds slash it (7) and say the
76	difficult to see things. Sometimes all you can	 Added/omitted word part > 3-second hesitation
68	The snow might blow so hard that it becomes	 Misread word Omitted or skipped word
59	The wind can blow extremely hard and fast.	1. Mark four types of errors with a slash (\mathbf{I}) :
51	gusty winds, heavy snow, and freezing air.	
44	that can be unsafe. These storms have strong	if you come to one you do not know, I will say it for you. Do you have any questions?
36	sometimes, too. Blizzards are winter storms	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
30	Falling snow can be dangerous	attention; and, best reading and benavior!
25	Falling snow is beautiful to see.	too slow; lots of excitement in your voice; good attitude and
19	Watching a snowfall can be fun.	
13	fluffy snow during the winter.	passage for me. This passage is called " Blizzards ." It explains how snow blizzards can sometimes be dangerous
8	Many people like to play in the soft,	Introduce Passage 13 by saving: I would like you to read a
	Passage 13: 1 st Reading	Date: Student:
		13

WCPM		WCPM	
148	window!	148	window!
147	better to watch the snowfall through your	147	better to watch the snowfall through your
140	blizzard, people should try to stay inside. It is	140	blizzard, people should try to stay inside. It is
131	covered in ice and snow. When there is a	131	covered in ice and snow. When there is a
122	where they are walking. The sidewalk can be	122	where they are walking. The sidewalk can be
114	other cars. People may not be able to see	114	other cars. People may not be able to see
105	drivers cannot see the road in front of them or	105	drivers cannot see the road in front of them or
95	happens, it is called a whiteout. In a whiteout,	95	happens, it is called a whiteout. In a whiteout,
86	see in front of you is blowing snow! When this	86	see in front of you is blowing snow! When this
76	difficult to see things. Sometimes all you can	76	difficult to see things. Sometimes all you can
89	The snow might blow so hard that it becomes	89	The snow might blow so hard that it becomes
59	The wind can blow extremely hard and fast.	59	The wind can blow extremely hard and fast.
51	gusty winds, heavy snow, and freezing air.	51	gusty winds, heavy snow, and freezing air.
44	that can be unsafe. These storms have strong	44	that can be unsafe. These storms have strong
36	sometimes, too. Blizzards are winter storms	36	sometimes, too. Blizzards are winter storms
30	Falling snow can be dangerous	30	Falling snow can be dangerous
25	Falling snow is beautiful to see.	25	Falling snow is beautiful to see.
19	Watching a snowfall can be fun.	19	Watching a snowfall can be fun.
13	fluffy snow during the winter.	13	fluffy snow during the winter.
8	Many people like to play in the soft,	8	Many people like to play in the soft,
	Passage 13: 3 rd Reading		Passage 13: 2 nd Reading
the ne to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the ome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
the lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

111111	14		
D	Date: Student:	Passage 14: 1 st Reading	
	Introduce Passage 14 by saying: I would like you to read a passage for me. The title of this story is " The Wise King ."	The wise old king sat on his grand throne. He had a beautiful red rose from	1 6
	<i>In this story, the king has a special present he plans to give to his wife.</i>	the royal garden. He was picking thorns	23
	Prompting for 1 st reading: Remember: Read carefully, but not	off the rose. Today was the birthday of his wife,	33 3
	too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!	the queen. He wanted to give the rose to her as a	4 5
	Directions for 1st reading: When I say, "begin," start	gift. He did not want her fingers to be stuck by a	57
	reading aloud from the top of the page. Try to read each word, but if you come to one you do not know, I will say it for you. Do you have any questions?	thorn, so he was picking them all off. Just then the queen rushed into the room and said, "It is a	67 78
I		beautiful day. Can we go for a walk together?"	87
1.	 Mark four types of errors with a slash (/): Misread word 	The king did not expect to see the queen. He tried	86
	Omitted or skipped word Added/omitted word part	to hide the rose quickly. He put the rose behind	108
	• \geq 3-second hesitation	his back. Ouch! A thorn on the rose stuck the	118
2.	If student pauses on a word \geq 3 seconds, slash it (/) and say the word for the student	king's thumb. It started to bleed! It hurt! The	127
ω.	The following are not errors:	thumb in a rag. Maybe the king was not so wise	146
	 Mispronunciation due to accent, dialect, or speech impediment Repetitions in which the wording is correct Self-correction 	after all!	148
4.	Draw a vertical line just after the last word read at one minute (1).		
	Calculate and record WCPM (total # words read in one minute <i>minus</i> total # errors).		
			WCРМ

WCPM		WCPM	
148	after all!	148	after all!
146	thumb in a rag. Maybe the king was not so wise	146	thumb in a rag. Maybe the king was not so wise
135	queen saw what had happened. She wrapped his	135	queen saw what had happened. She wrapped his
127	king's thumb. It started to bleed! It hurt! The	127	king's thumb. It started to bleed! It hurt! The
118	his back. Ouch! A thorn on the rose stuck the	118	his back. Ouch! A thorn on the rose stuck the
108	to hide the rose quickly. He put the rose behind	108	to hide the rose quickly. He put the rose behind
86	The king did not expect to see the queen. He tried	86	The king did not expect to see the queen. He tried
87	beautiful day. Can we go for a walk together?"	87	beautiful day. Can we go for a walk together?"
78	the queen rushed into the room and said, "It is a	78	the queen rushed into the room and said, "It is a
67	thorn, so he was picking them all off. Just then	67	thorn, so he was picking them all off. Just then
57	gift. He did not want her fingers to be stuck by a	57	gift. He did not want her fingers to be stuck by a
45	the queen. He wanted to give the rose to her as a	45	the queen. He wanted to give the rose to her as a
33	off the rose. Today was the birthday of his wife,	33	off the rose. Today was the birthday of his wife,
23	the royal garden. He was picking thorns	23	the royal garden. He was picking thorns
16	throne. He had a beautiful red rose from	16	throne. He had a beautiful red rose from
8	The wise old king sat on his grand	8	The wise old king sat on his grand
	Passage 14: 3 rd Reading		Passage 14: 2 nd Reading
i the ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	ng the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
1 the v; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	' the story ts of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

	5	Passage 15: 1 st Reading	
τ		Deen in outer snare there are things called black	٥
	Introduce Passage 15 by saying: I would like you to read a passage for me. This passage is called " Black Holes ."	_	16
	It explains what scientists know about black noies in outer space.	are interested in learning about them. Black	23
	Prompting for 1st reading: Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and	holes are fascinating to study! A black hole is	32
	attention; and, best reading and behavior!	something like a big vacuum cleaner. It sucks in	41
	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but	everything around it. The force is so strong that	50
	if you come to one you do not know, I will say it for you. Do you have any nuestions?	it pulls in anything that gets too close. It can	60
		pull in rocks. It can pull in other objects floating	70
1.	Mark four types of errors with a slash $(\mathbf{/})$:	in space. A black hole can even swallow up	79
	 Misread word Omitted or skipped word 	light. The force in a black hole is so strong that	90
	 Added/omitted word part > 3-second hesitation 	nothing can ever get out. A black hole does not	100
ر		let any light escape. That's why it is black!	109
<u>.</u>	If student pauses on a word ≥ 3 seconds, slash it (7) and say the word for the student.	Black holes are millions of miles away from the	118
ω.	The following are not errors:	Earth. They are so far away that we cannot	127
	 Added words Mispronunciation due to accent, dialect, or speech impediment 	even see them without a special tool. Black	135
	 Repetitions in which the wording is correct Self-correction 	holes are some of the most amazing objects in	144
4.	Draw a vertical line just after the last word read at one minute (1).	space!	145
	Calculate and record WCPM (total # words read in one minute minus total # errors).		
			WCРМ

WCPM		WCPM	
145	space!	145	space!
144	holes are some of the most amazing objects in	144	holes are some of the most amazing objects in
135	even see them without a special tool. Black	135	even see them without a special tool. Black
127	Earth. They are so far away that we cannot	127	Earth. They are so far away that we cannot
118	Black holes are millions of miles away from the	118	Black holes are millions of miles away from the
109	let any light escape. That's why it is black!	109	let any light escape. That's why it is black!
100	nothing can ever get out. A black hole does not	100	nothing can ever get out. A black hole does not
90	light. The force in a black hole is so strong that	90	light. The force in a black hole is so strong that
79	in space. A black hole can even swallow up	79	in space. A black hole can even swallow up
70	pull in rocks. It can pull in other objects floating	70	pull in rocks. It can pull in other objects floating
60	it pulls in anything that gets too close. It can	60	it pulls in anything that gets too close. It can
50	everything around it. The force is so strong that	50	everything around it. The force is so strong that
41	something like a big vacuum cleaner. It sucks in	41	something like a big vacuum cleaner. It sucks in
32	holes are fascinating to study! A black hole is	32	holes are fascinating to study! A black hole is
23	are interested in learning about them. Black	23	are interested in learning about them. Black
16	holes. Black holes are very strange. Scientists	16	holes. Black holes are very strange. Scientists
9	Deep in outer space there are things called black	9	Deep in outer space there are things called black
	Passage 15: 3 rd Reading		Passage 15: 2 nd Reading
the me to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the tome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
the ; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM			
		 Calculate and record WCPM (total # words read in one minute minus total # errors). 	
149	still have fun, even in the rain!	4. Draw a vertical line just after the last word read at one minute (1).	
can 142	run outside to splash around in puddles. They can	 Repetitions in which the wording is correct Self-correction 	
⁻ hey 133	Jasmine's house. After lunch, the rain stops. They	 Added words Mispronunciation due to accent, dialect, or speech impediment 	
at 125	inside? They decide to have a rainy day picnic at	3. The following are not errors:	
c 115	friend has an idea! How about having the picnic		
106	her friends and tells them the bad news. One	2. If student pauses on a word > 3 seconds, slash it (/) and say the	
97	be rainy all day. Her picnic is ruined. She calls	 Added/omitted word part ≥ 3-second hesitation 	
vill 87	clouds. Soon it begins to rain. It looks like it will	 Misread word Omitted or skipped word 	
orm 76	no! Her smile quickly fades. There are dark storm	1. Mark four types of errors with a slash (1) :	
0h 67	all ready to go. Then she takes a peek outside. Oh		
is 56	in her favorite chocolate chip cookies, too. She is	if you come to one you do not know, I will say it for you. Do you have any questions?	
outs 47	basket. She packs sandwiches and fruit. She puts	pirections for 1* reading: when I say, begin, start reading aloud from the top of the page. Try to read each word, but	
39	makes a delicious meal to pack in the picnic		
30	the kitchen to prepare their lunch. She	too slow; lots of excitement in your voice; good attitude and	
23	hops out of bed quickly and dashes into	Prompting for 1st reading: <i>Remember: Read carefully, but not</i>	
15	enjoy a picnic with her friends. She	passage for me. This story is " Rainy Day Picnic ." I wonder how there could be a picnic when it is rainy outside?	
8	Today is the day Jasmine is going to	Introduce Passage 16 by saying: I would like you to read a	
	Passage 16: 1 st Reading	Date: Student:	_
		16	

WCPM		WCPM	
149	still have fun, even in the rain!	149	still have fun, even in the rain!
142	run outside to splash around in puddles. They can	142	run outside to splash around in puddles. They can
133	Jasmine's house. After lunch, the rain stops. They	133	Jasmine's house. After lunch, the rain stops. They
125	inside? They decide to have a rainy day picnic at	125	inside? They decide to have a rainy day picnic at
115	friend has an idea! How about having the picnic	115	friend has an idea! How about having the picnic
106	her friends and tells them the bad news. One	106	her friends and tells them the bad news. One
97	be rainy all day. Her picnic is ruined. She calls	97	be rainy all day. Her picnic is ruined. She calls
87	clouds. Soon it begins to rain. It looks like it will	87	clouds. Soon it begins to rain. It looks like it will
76	no! Her smile quickly fades. There are dark storm	76	no! Her smile quickly fades. There are dark storm
67	all ready to go. Then she takes a peek outside. Oh	67	all ready to go. Then she takes a peek outside. Oh
56	in her favorite chocolate chip cookies, too. She is	56	in her favorite chocolate chip cookies, too. She is
47	basket. She packs sandwiches and fruit. She puts	47	basket. She packs sandwiches and fruit. She puts
39	makes a delicious meal to pack in the picnic	39	makes a delicious meal to pack in the picnic
30	the kitchen to prepare their lunch. She	30	the kitchen to prepare their lunch. She
23	hops out of bed quickly and dashes into	23	hops out of bed quickly and dashes into
15	enjoy a picnic with her friends. She	15	enjoy a picnic with her friends. She
8	Today is the day Jasmine is going to	8	Today is the day Jasmine is going to
	Passage 16: 3 rd Reading		Passage 16: 2 nd Reading
the vme to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	ig the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
' the '; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

17	

WCPM		
		 Calculate and record WCPM (total # words read in one minute minus total # errors).
140	waddie when they waik.	 Draw a vertical line just after the last word read at one minute (1).
141	like for penguins! Now you know why penguins	 Repetitions in which the wording is correct Self-correction
133	rubber band around your ankles. That's what it is	 Added words Mispronunciation due to accent, dialect, or speech impediment
124	makes it hard for them to walk! Try walking with a	3. The following are <i>not</i> errors:
113	makes it easy for them to dive and swim. But it	2. If structure parases on a word \geq 3 seconds, stash if (7) and say the word for the student.
102	body is in the shape of a wide rocket. This shape	
91	and other food in the ocean to eat. A penguin's	 Added/omitted word part > 3-second hesitation
81	half of each day in the water! Penguins catch fish	 Misread word Omitted or skipped word
71	are very good swimmers. They spend more than	1. Mark four types of errors with a slash $(/)$:
63	their flippers to swim under the water. Penguins	
55	have wings. Instead, they have flippers. They use	if you come to one you do not know, I will say it for you. Do you have any questions?
47	know that penguins cannot fly because they do not	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
38	feathers and lay eggs. You may be surprised to	attention; and, best reading and behavior!
29	straight like people. Like all birds, penguins have	Prompting for 1st reading: Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and
21	not look like most birds. Penguins stand up	וווני ביווע ומרה מהסמר הבואמוווא נומר אסמ ווועזור ווסר עוסאי.
13	penguins? They are interesting birds! Penguins do	passage for me. This passage is called " Penguins ." It tells some interacting facto about panauling that you might not know
6	How much do you know about	Introduce Passage 17 by saving: I would like you to read a
	Passage 17: 1 st Reading	Date: Student:

WCPM		WCPM	
145	waddle when they walk.	145	waddle when they walk.
141	like for penguins! Now you know why penguins	141	like for penguins! Now you know why penguins
133	rubber band around your ankles. That's what it is	133	rubber band around your ankles. That's what it is
124	makes it hard for them to walk! Try walking with a	124	makes it hard for them to walk! Try walking with a
113	makes it easy for them to dive and swim. But it	113	makes it easy for them to dive and swim. But it
102	body is in the shape of a wide rocket. This shape	102	body is in the shape of a wide rocket. This shape
91	and other food in the ocean to eat. A penguin's	91	and other food in the ocean to eat. A penguin's
81	half of each day in the water! Penguins catch fish	81	half of each day in the water! Penguins catch fish
71	are very good swimmers. They spend more than	71	are very good swimmers. They spend more than
63	their flippers to swim under the water. Penguins	63	their flippers to swim under the water. Penguins
55	have wings. Instead, they have flippers. They use	55 5	have wings. Instead, they have flippers. They use
47	know that penguins cannot fly because they do not	47	know that penguins cannot fly because they do not
38	feathers and lay eggs. You may be surprised to	38	feathers and lay eggs. You may be surprised to
29	straight like people. Like all birds, penguins have	29	straight like people. Like all birds, penguins have
21	not look like most birds. Penguins stand up	21	not look like most birds. Penguins stand up
13	penguins? They are interesting birds! Penguins do	13	penguins? They are interesting birds! Penguins do
6	How much do you know about	6	How much do you know about
	Passage 17: 3 rd Reading		Passage 17: 2 nd Reading
the vme to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the ome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
' the v; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM			
		. Calculate and record WCPM (total # words read in one minute <i>minus</i> total # errors).	
		. Draw a vertical line just after the last word read at one minute (1).	4.
145	lemon did the trick!	 Mispronunciation due to accent, dialect, or speech impediment Repetitions in which the wording is correct Self-correction 	
141	sounded like a croaking toad! The hot water and	 The following are <i>not</i> errors: Added words 	ω.
132	woke up, Will's throat was better. He no longer	word for the student.	
123	into bed to rest. He slept for five hours. When he		2.
112	him. Will drank it slowly. Then he climbed back	• <u>></u> 3-second hesitation	
103	with lemon. She prepared a mug of hot water for	 Omitted or skipped word Added/omitted word part 	
93	mother told him to drink some hot water mixed	 Mark four types of errors with a slash (/): Misread word 	1.
84	party, and he could not go if he was still sick. His		I
72	like a toad! Tomorrow was his friend's birthday	have any questions?	
64	heal his scratchy throat. He did not want to sound	reading aloud from the top of the page. Try to read each word, but if you come to one you do not know. I will say it for you. Do you	
54	back into bed under the blankets. He needed to	Directions for 1 st reading: When I say, "begin," start	
4 5	toad! I think I am sick," cried Will. He crawled	too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!	
3 5	when I try to swallow. My voice sounds like a	Prompting for 1 st reading: Remember: Read carefully, but not	
25	just croaked. "My throat hurts. It feels terrible	throat.	
17	bad sore throat. He tried to speak, but his voice	passage for me. The title of this story is "Will's Sore Throat." Find	
۷	Will woke up this morning with a	Introduce Passage 18 by saving: I would like you to read a	
	Passage 18: 1 st Reading	Date: Student:	D

WCPM		WCРM	
145	lemon did the trick!	145	lemon did the trick!
141	sounded like a croaking toad! The hot water and	141	sounded like a croaking toad! The hot water and
132	woke up, Will's throat was better. He no longer	132	woke up, Will's throat was better. He no longer
123	into bed to rest. He slept for five hours. When he	123	into bed to rest. He slept for five hours. When he
112	him. Will drank it slowly. Then he climbed back	112	him. Will drank it slowly. Then he climbed back
103	with lemon. She prepared a mug of hot water for	103	with lemon. She prepared a mug of hot water for
93	mother told him to drink some hot water mixed	93	mother told him to drink some hot water mixed
84	party, and he could not go if he was still sick. His	84	party, and he could not go if he was still sick. His
72	like a toad! Tomorrow was his friend's birthday	72	like a toad! Tomorrow was his friend's birthday
64	heal his scratchy throat. He did not want to sound	64	heal his scratchy throat. He did not want to sound
54	back into bed under the blankets. He needed to	54	back into bed under the blankets. He needed to
45	toad! I think I am sick," cried Will. He crawled	45	toad! I think I am sick," cried Will. He crawled
35	when I try to swallow. My voice sounds like a	35	when I try to swallow. My voice sounds like a
25	just croaked. "My throat hurts. It feels terrible	25	just croaked. "My throat hurts. It feels terrible
17	bad sore throat. He tried to speak, but his voice	17	bad sore throat. He tried to speak, but his voice
7	Will woke up this morning with a	7	Will woke up this morning with a
	Passage 18: 3 rd Reading		Passage 18: 2 nd Reading
1 the ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	ig the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
1 the v; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

"If you want to trear study fossils. ever wondered what the earth 12 was like a long time ago? We 19 arcurfully, but not read each word, but time. What dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? 19 n, "start read each word, but tror you. Do you they live? What did dinosaurs look like? How did they live? What did they eat for food? Scientists 36 around there. What did dinosaurs look like? How did around them. They find clues about what life was like by looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. 57 Scientists look for fossils in rocks and in the ground. Fossils are things like teeth, shells, or bones. A footprint can be a fossil, too! Fossils 97 give us hints about the trees and plants that used to grow. Fossils help us understand what the world was like a long time ago. 114 41 one minute 140	Т
ever wondered what the earth was like a long time ago? We know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was like by looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. Scientists look for fossils in rocks and in the ground. Fossils are things like teeth, shells, or bones. A footprint can be a fossil, too! Fossils give us hints about what dinosaurs looked like. Fossils tell us about the trees and plants that used to grow. Fossils help us understand what the world was like a long time ago.	 Calculate and record WCPM (total # words read in one minute minus total # errors).
 ever wondered what the earth was like a long time ago? We know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was like by looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. Scientists look for fossils in rocks and in the ground. Fossils are things like teeth, shells, or bones. A footprint can be a fossil, too! Fossils give us hints about what dinosaurs looked like. Fossils tell us about the trees and plants that used 	4. Draw a vertical line just after the last word read at one winute (1).
ever wondered what the earth was like a long time ago? We know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was like by looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. Scientists look for fossils in rocks and in the ground. Fossils are things like teeth, shells, or bones. A footprint can be a fossil, too! Fossils give us hints about what dinosaurs looked like.	
 ever wondered what the earth was like a long time ago? We know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was like by looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. Scientists look for fossils in rocks and in the ground. Fossils are things like teeth, shells, or bones. A footprint can be a fossil, too! Fossils 	 Added words Mispronunciation due to accent, dialect, or speech impediment
 ever wondered what the earth was like a long time ago? We was like a long time ago? We thow that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was like by looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. Scientists look for fossils in rocks and in the ground. Fossils are things like teeth, shells, or 	3. The following are <i>not</i> errors: bc
 ever wondered what the earth was like a long time ago? We was like a long time ago? We the know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was like by looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. Scientists look for fossils in rocks and in the 	2. If student pauses on a word \geq 3 seconds, siash it (7) and say the gr word for the student.
 ever wondered what the earth was like a long time ago? We was like a long time ago? We know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was like by looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. 	
 ever wondered what the earth was like a long time ago? We the know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was like by looking at fossils. Fossils are the remains of 	
 ever wondered what the earth was like a long time ago? We know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world around them. They find clues about what life was 	Misread word Iik
 ever wondered what the earth was like a long time ago? We know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer these questions. Scientists study the world 	1. Mark four types of errors with a slash (/):
 ever wondered what the earth was like a long time ago? We know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists want to figure this out. They want to answer 	th
ever wondered what the earth was like a long time ago? We time. What dinosaurs lived on the planet at one time. What did dinosaurs look like? How did they live? What did they eat for food? Scientists	ou do not know, I will say it for you. Do you
s. was like a long time ago? We ^{ot} know that dinosaurs lived on the planet at one time. What did dinosaurs look like? How did	Directions for 1st reading: When I say, "begin," start the reading aloud from the top of the page. Try to read each word, but
s. was like a long time ago? We hat dinosaurs lived on the planet at one	attention; and, best reading and behavior!
s. was like a long time ago? We	good attitude and
ever wondered what the earth	
The earth is very old. Have you 7	The Introduce Passage 19 by saving: I would like you to read a
Passage 19: 1 st Reading	Date: Student:

Prompting for 2 ^{mt} reading: Now you get another bry to read the story enclusion, Renearing, Winen Tsay, "begin," start reading but not obsaw, loss of enclusions for 2 ^{mt} reading: Winen Tsay, "begin," start reading but not solve, you pressing aload from the part, "begin," start reading but not solve, you ever wondered what the earth Directions for 2 ^{mt} reading. Winen Tsay, "begin," start reading but not enclusions for 2 ^{mt} reading the part at one time. What did dinosaurs look like? How did Directions for 3 ^{mt} reading. Winen Tsay, "begin," start reading but ever wondered what the earth Passage 19: 3 rd Reading 7 The earth is very oil. Have you ever wondered what the earth was like a long time ago? We 12 ever wondered what the earth 12 Passage 19: 3 rd Reading they you. 7 Ithe along time ago? We 12 ever wondered what the earth 12 was like a long time ago? We 13 Ithey live? What did dinosaurs look like? How did they live? What did dinosaurs look like? How did they live? What did dinosaurs look like? How did they looking at fossils. Fossils are the remains of animals and plants that lived millions of years ago. Scientists look for fossils in rocks and in the give us hints about what dinosaurs looked like. 54 want to fagure this sulf, the word animals and plants that used to grow. Fossils help us understand what the give us hints about the trees and plants that used to grow. Fossils help us understand what the along word was like a long time ago. 58 114 bones. A footprint can be a fossil, tool Fossils the use show the trees and plants that used to grow. Fossils help us understand w				
oread the story will lots of Prompting for 3" reading: Now you get one more try to read enthusiasm; good attitude and attention; do you best! reading the fyou come to Directions for 3" reading: When I say. "begin," start reading passage aloud from the top. Try to read each word, but if you co one you do not know, I will say it for you. 7 The earth is very old. Have you 12 ever wondered what the earth 19 was like a long time ago? We 28 know that dinosaurs lived on the planet at one 36 time. What did dinosaurs look like? How did this 54 want to figure this out. They want to answer 60 these questions. Scientists study the world around them. They find clues about what life was 97 Scientists look for fossils are things like teeth, shells, or 118 114 bones. A footprint can be a fossil, too! Fossils 122 give us hints about what dinosaurs looked like. 123 fossils tell us about the trees and plants that used 140 to grow. Fossils help us understand what the				
oread the story ow; lots of reading the f you come to f you come to 12 19 28 36 19 36 12 36 45 7 54 60 88 36 54 7 97 105 113 114 122 132 140 147				
o read the story ow; lots of reading the f you come to f you come to 12 19 28 36 36 45 r r 54 60 45 r r 54 60 88 ago. 88 ago. 88 97 r r 105 ilis 114 122 122 132 140	147	world was like a long time ago.	147	world was like a long time ago.
oread the story ow; lots of reading the f you come to f you come to 12 13 19 28 28 28 36 112 54 54 54 54 54 54 7 97 15 of 79 15 of 79 15 ago. 88 ago. 88 36 105 114 114 122	140	to grow. Fossils help us understand what the	140	to grow. Fossils help us understand what the
o read the story ow; lots of reading the f you come to 12 19 28 28 28 28 28 36 36 36 36 45 12 36 54 7 54 7 54 7 54 7 54 7 97 105 7 97 105 114	132	Fossils tell us about the trees and plants that used	132	Fossils tell us about the trees and plants that used
d the story ots of ing the come to 12 13 36 45 54 60 63 54 69 79 88 97 105 114	122	give us hints about what dinosaurs looked like.	122	give us hints about what dinosaurs looked like.
d the story ots of ring the come to 12 13 19 28 36 45 54 60 69 54 60 69 79 88 97	114	bones. A footprint can be a fossil, too! Fossils	114	bones. A footprint can be a fossil, too! Fossils
d the story ots of come to come to 19 28 36 45 54 60 69 79 88	105		105	ground. Fossils are things like teeth, shells, or
d the story ots of ing the come to 12 19 28 36 45 54 60 69 69 88	97	Scientists look for fossils in rocks and in the	97	Scientists look for fossils in rocks and in the
the story its of ng the come to 12 19 28 36 45 54 60 79	88	animals and plants that lived millions of years ago.	88	animals and plants that lived millions of years ago.
story e to e to to 12 12 12 12 28 54 60 69	79	like by looking at fossils. Fossils are the remains of	79	like by looking at fossils. Fossils are the remains of
story e to to 12 12 12 28 28 28 54 54	69		69	around them. They find clues about what life was
story e to to 12 12 28 28 36 54	60	these questions. Scientists study the world	60	these questions. Scientists study the world
story e to i to 19 28 28 36	54		54	want to figure this out. They want to answer
story e to to 12 12 28 36	45	they live? What did they eat for food? Scientists	45	they live? What did they eat for food? Scientists
story e to to 12	36	time. What did dinosaurs look like? How did	36	time. What did dinosaurs look like? How did
story e to to	28	know that dinosaurs lived on the planet at one	28	know that dinosaurs lived on the planet at one
story e to 12	19		19	was like a long time ago? We
story e to	12	ever wondered what the earth	12	ever wondered what the earth
story e e to	7	The earth is very old. Have you	7	The earth is very old. Have you
story e ; to		Passage 19: 3 rd Reading		Passage 19: 2 nd Reading
story	the me to	Directions for 3rd reading: When I say, "begin," start reading passage aloud from the top. Try to read each word, but if you co one you do not know, I will say it for you.	g the ome to	Directions for 2nd reading: When I say, "begin," start readine passage aloud from the top. Try to read each word, but if you one you do not know, I will say it for you.
	the ;; lots of	Prompting for 3rd reading: Now you get one more try to read story on your own. Remember: Careful reading, but not too slow enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

			r
	5		
		 Calculate and record WCPM (total # words read in one minute minus total # errors). 	
146	to his favorite rocking chair.	4. Draw a vertical line just after the last word read at one minute (1).	
141	cornfields. Franco went back outside. He returned	 Repetitions in which the wording is correct Self-correction 	
134	minutes, Franco saw the sun shining again on the	 Added words Mispronunciation due to accent, dialect, or speech impediment 	
125	storm passed by very quickly. Within a few	3. The following are <i>not</i> errors:	
117	watched the storm through the window. The		
110	lightening! Franco waited in his house and	2 If student nauses on a word > 3 seconds, slash it (I) and say the	
103	storm brought thunder, heavy wind, and a lot of	 Added/omitted word part ≥ 3-second hesitation 	
94	quickly turned dark. It started to rain hard. The	 Misread word Omitted or skipped word 	
85	decided he should go inside to be safe. The sky	1. Mark four types of errors with a slash $(/)$:	
75	thunderstorm came down from the north. Franco		
68	watches the sun go down. One evening a big	if you come to one you do not know, I will say it for you. Do you have any questions?	
59	and tall grass sway back and forth. He sits and	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but	
49	he rocks in his chair. He likes to watch the trees	attention; and, best reading and benavior:	
38	porch. He likes to look at his fields of corn while	too slow; lots of excitement in your voice; good attitude and	
27	summer night is to sit in a rocking chair on his front	Promotion for 1st reading. Remember: Read carefully but not	
15	favorite things to do on a warm	passage for me. The title of this story is " The Storm ." When a bad storm comes, it is time to go inside to be safe.	
8	Franco lives on a farm. One of his	Introduce Passage 20 by saying: I would like you to read a	
	Passage 20: 1 st Reading	Date: Student:	
		20	

WCPM	<	WCPM	
146	to his favorite rocking chair!	146	to his favorite rocking chair!
141	cornfields. Franco went back outside. He returned	141	cornfields. Franco went back outside. He returned
134	minutes, Franco saw the sun shining again on the	134	minutes, Franco saw the sun shining again on the
125	storm passed by very quickly. Within a few	125	storm passed by very quickly. Within a few
117	watched the storm through the window. The	117	watched the storm through the window. The
110	lightening! Franco waited in his house and	110	lightening! Franco waited in his house and
103	storm brought thunder, heavy wind, and a lot of	103	storm brought thunder, heavy wind, and a lot of
94	quickly turned dark. It started to rain hard. The	94	quickly turned dark. It started to rain hard. The
85	decided he should go inside to be safe. The sky	85	decided he should go inside to be safe. The sky
75	thunderstorm came down from the north. Franco	75	thunderstorm came down from the north. Franco
68	watches the sun go down. One evening a big	89	watches the sun go down. One evening a big
59	and tall grass sway back and forth. He sits and	59	and tall grass sway back and forth. He sits and
49	he rocks in his chair. He likes to watch the trees	49	he rocks in his chair. He likes to watch the trees
38	porch. He likes to look at his fields of corn while	38	porch. He likes to look at his fields of corn while
27	summer night is to sit in a rocking chair on his front	27	summer night is to sit in a rocking chair on his front
15	favorite things to do on a warm	15	favorite things to do on a warm
ø	Franco lives on a farm. One of his	8	Franco lives on a farm. One of his
	Passage 20: 3 rd Reading		Passage 20: 2 nd Reading
he 1e to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	i the ome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
he lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	he story of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

Iter Student: Passage for and the your bread a naskey for nm. The passage is called "Wagss". It explains some good brings and some bad brings adout wagss. It explains some to not solve its of excitament in your voice; good attitude and attention; and, beer reading and behaviori for 1 st reading in the targe of the gage. The your board and the passage is called "Wagss". It explains some to new you do not know, I will say it for your. Do you then the top of the gage. They is advective word but to solve its of errors with a slash (/): Imagine that you use it. It is a fining insect with bright colors and fast wings. It is a wasp! Have you so that its sting can really hurt! Some people are nore arfaid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that many kinds of wasps are yellow and brown. A wasp may be other sudent a student, see around so the accent, falect, or speech impediment a fact words read in one minute minus that # errors). The following a mode are not errors: The astrong adout word is carreet word words read in one minute The you have a minute The you have a more are and in one minute			
Passage 21: 1st Reading Imagine that you are playing Suddenly, something big starts buzzing around Suddenly, something big starts buzzing around Suddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you read each word, but that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that many kinds of wasps do not sting at all. Most wasps are yellow and brown. A wasp may be other colors, too. Some are blue or bright red. Wasps are very helpful for farmers. They eat insects that can destroy crops. Crops are able to grow when wasps are around. Even though wasps are pesky, they are important for farming. d in one minute are were important for farming.	VCPM		
Passage 21: 1st ReadingImagine that you are playing outside on a hot summer day.Suddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that many kinds of wasps do not sting at all. Most wasps are very helpful for farmers. They eat insects that can destroy crops. Crops are able to grow when wasps are around. Even though wasps are pesky, they are important for farming.			
Passage 21: 1st ReadingImagine that you are playing outside on a hot summer day.Suddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that many kinds of wasps do not sting at all. Most wasps are yellow and brown. A wasp may be other colors, too. Some are blue or bright red. Wasps are very helpful for farmers. They eat insects that can destroy crops. Crops are able to grow when wasps are pesky, they are important for farming.			 Calculate and record WCPM (total # words read in one minute minus total # errors).
Passage 21: 1st ReadingImagine that you are playing outside on a hot summer day.Suddenly, but not t attitude andSuddenly, something big starts buzzing around you! Then you see it. It is a flying insect with 	140	נוופץ מופ ווווסטונמוונ וטר ומרווווווק.	4. Draw a vertical line just after the last word read at one minute (1).
Passage 21: 1*f ReadingImagine that you are playing outside on a hot summer day.d carefully, but not d darefully, but not d attitude andSuddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that many kinds of wasps do not sting at all. Most wasps are yellow and brown. A wasp may be other colors, too. Some are blue or bright red. Wasps are very helpful for farmers. They eat insects that can destroy crops. Crops are able to grow when	143	wasps are around. Even though wasps are pesky,	 Repetitions in which the wording is correct Self-correction
Passage 21: 1st ReadingImagine that you are playing outside on a hot summer day.Suddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that many kinds of wasps do not sting at all. Most wasps are yellow and brown. A wasp may be other colors, too. Some are blue or bright red. Wasps are very helpful for farmers. They eat insects that	135	can destroy crops. Crops are able to grow when	 Added words Mispronunciation due to accent, dialect, or speech impediment
Passage 21: 1st ReadingImagine that you are playing outside on a hot summer day.d carefully, but not d carefully, but not d carefully, but not d attitude andSuddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that wasps are yellow and brown. A wasp may be other colors, too. Some are blue or bright red. Wasps	126	are very helpful for farmers. They eat insects that	3. The following are <i>not</i> errors:
Passage 21: 1st ReadingImagine that you are playing outside on a hot summer day.Suddenly, but not d carefully, but not d tatitude andSuddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that many kinds of wasps do not sting at all. Most wasp are yellow and brown. A wasp may be other	117	colors, too. Some are blue or bright red. Wasps	2. If surveint pauses on a word \geq 3 seconds, stast if (7) and say the word for the student.
Passage 21: 1st ReadingImagine that you are playing outside on a hot summer day. <i>it explains some</i> Suddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that many kinds of wasps do not sting at all. Most	108		
Passage 21: 1st ReadingImagine that you are playing outside on a hot summer day.d carefully, but not d carefully, but not d attitude andSuddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again and again. You might be surprised to know that	86		 Added/omitted word part > 3-second hesitation
Passage 21: 1 st Reading Imagine that you are playing outside on a hot summer day. Suddenly, something big starts buzzing around d carefully, but not d carefully, but not d d carefully, but not d attitude and Suddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will sting only once. A wasp will sting again	88	and again. You might be surprised to know that	 Misread word Omitted or skipped word
Passage 21: 1st ReadingImagine that you are playing outside on a hot summer day.d carefully, but not d attitude andSuddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a	79	bee will sting only once. A wasp will sting again	1. Mark four types of errors with a slash $(\mathbf{/})$:
Passage 21: 1st Readingke you to read a t." It explains someImagine that you are playing outside on a hot summer day.d carefully, but not d attitude andSuddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are	69	more afraid of wasps than bees. That is because a	
Passage 21: 1st Readingke you to read a t." It explains someImagine that you are playing outside on a hot summer day.d carefully, but not d attitude andSuddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know	59	that its sting can really hurt! Some people are	if you come to one you do not know, I will say it for you. Do you have any questions?
Passage 21: 1st Reading ke you to read a ." It explains some ." It explains some outside on a hot summer day. Suddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you	50		Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
Passage 21: 1st Reading Imagine that you are playing ." It explains some outside on a hot summer day. Suddenly, something big starts buzzing around d carefully, but not you! Then you see it. It is a flying insect with	39		attention; and, best reading and behavior!
Passage 21: 1st Reading ke you to read a ." It explains some outside on a hot summer day. Suddenly, something big starts buzzing around	28		Frompting for 1st feading: Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and
Passage 21: 1 st Reading ke you to read a Imagine that you are playing ." It explains some outside on a hot summer day.	17		
Passage 21: 1st Reading Imagine that you are playing	11	outside on a hot summer day.	passage for me. This passage is called "Wasps." It explains some
Passage 21:	л		Introduce Passage 21 by saving: I would like you to read a
		age 21:	Date: Student:
			21

WCPM		WCPM	
148	they are important for farming.	148	they are important for farming.
143	wasps are around. Even though wasps are pesky,	143	wasps are around. Even though wasps are pesky,
135	can destroy crops. Crops are able to grow when	135	can destroy crops. Crops are able to grow when
126	are very helpful for farmers. They eat insects that	126	are very helpful for farmers. They eat insects that
117	colors, too. Some are blue or bright red. Wasps	117	colors, too. Some are blue or bright red. Wasps
108	wasps are yellow and brown. A wasp may be other	108	wasps are yellow and brown. A wasp may be other
86	many kinds of wasps do not sting at all. Most	86	many kinds of wasps do not sting at all. Most
88	and again. You might be surprised to know that	88	and again. You might be surprised to know that
79	bee will sting only once. A wasp will sting again	79	bee will sting only once. A wasp will sting again
69	more afraid of wasps than bees. That is because a	69	more afraid of wasps than bees. That is because a
59	that its sting can really hurt! Some people are	59	that its sting can really hurt! Some people are
50	ever been stung by a wasp? If so, then you know	50	ever been stung by a wasp? If so, then you know
39	bright colors and fast wings. It is a wasp! Have you	39	bright colors and fast wings. It is a wasp! Have you
28	you! Then you see it. It is a flying insect with	28	you! Then you see it. It is a flying insect with
17	Suddenly, something big starts buzzing around	17	Suddenly, something big starts buzzing around
11	outside on a hot summer day.	11	outside on a hot summer day.
л	Imagine that you are playing	σ	Imagine that you are playing
	Passage 21: 3 rd Reading		Passage 21: 2 nd Reading
; the ome to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
d the v; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
		 Calculate and record WCPM (total # words read in one minute minus total # errors).
		4. Draw a vertical line just after the last word read at one minute (1).
150	dry trunks home!"	Self-correction
147	will dig my trunks out of the bag. I can wear my	 Mispronunciation due to accent, dialect, or speech impediment Repetitions in which the wording is correct
135	that he set it on a rock near the lake. "Oh, well!" ${\rm I}$	 3. The following are <i>not</i> errors: Added words
122	ready to walk home, he found his bag. He forgot	word for the student.
112	soaked and dripping with water. When he was	2. If student pauses on a word \geq 3 seconds, slash it (/) and say the
104	lake. Carlos had a great swim, but his pants were	• \geq 3-second hesitation
94	instead of swim trunks. So he jumped into the	 Omitted or skipped word Added/omitted word nart
85	do. Carlos decided to wear his pants in the water	 Mark four types of errors with a slash (/): Misread word
75	go swimming without his trunks? He knew what to	
66	His swim trunks were in that bag! How could he	have any questions?
56	was ready to swim, Carlos could not locate his bag.	reading aloud from the top of the page. Try to read each word, but if you come to one you do not know. I will say it for you. Do you
46	not wait to jump into the water! Just when he	Directions for 1 st reading: When I say, "begin," start
36	grabbed his bag and headed to the lake. He could	too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!
26	was sunshine, and the air was warm. Carlos	Prompting for 1 st reading: Remember: Read carefully, but not
18	perfect day for swimming. There	lake.
13	near his house. Today was the	passage for me. The title is "A swim in the Lake." Something funny
7	Carlos loves to swim in the lake	Introduce Passage 22 by saving: I would like you to read a
	Passage 22: 1 st Reading	Date: Student:
		22

WCPM		WCPM	
150	dry trunks home!"	150	dry trunks home!"
147	will dig my trunks out of the bag. I can wear my	147	will dig my trunks out of the bag. I can wear my
135	that he set it on a rock near the lake. "Oh, well!" ${\rm I}$	135	that he set it on a rock near the lake. "Oh, well!" I
122	ready to walk home, he found his bag. He forgot	122	ready to walk home, he found his bag. He forgot
112	soaked and dripping with water. When he was	112	soaked and dripping with water. When he was
104	lake. Carlos had a great swim, but his pants were	104	lake. Carlos had a great swim, but his pants were
94	instead of swim trunks. So he jumped into the	94	instead of swim trunks. So he jumped into the
85	do. Carlos decided to wear his pants in the water	85	do. Carlos decided to wear his pants in the water
75	go swimming without his trunks? He knew what to	75	go swimming without his trunks? He knew what to
66	His swim trunks were in that bag! How could he	66	His swim trunks were in that bag! How could he
56	was ready to swim, Carlos could not locate his bag.	56	was ready to swim, Carlos could not locate his bag.
46	not wait to jump into the water! Just when he	46	not wait to jump into the water! Just when he
36	grabbed his bag and headed to the lake. He could	36	grabbed his bag and headed to the lake. He could
26	was sunshine, and the air was warm. Carlos	26	was sunshine, and the air was warm. Carlos
18	perfect day for swimming. There	18	perfect day for swimming. There
13	near his house. Today was the	13	near his house. Today was the
7	Carlos loves to swim in the lake	7	Carlos loves to swim in the lake
	Passage 22: 3 rd Reading		Passage 22: 2 nd Reading
the me to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
' the '; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story 's of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
		 Calculate and record WCPM (total # words read in one minute minus total # errors).
150	live.	4. Draw a vertical line just after the last word read at one minute (1).
149	not enough food and water for most animals to	Self-correction
140	coyotes are two kinds of desert animals. There is	 Mispronunciation due to accent, dialect, or speech impediment Repetitions in which the wording is correct
131	animals can survive in the desert. Lizards and	 3. The following are <i>not</i> errors: Added words
123	small thorns or spikes. Only a small number of	word for the student.
114	cactus. A cactus does not have leaves. It has	2. If student pauses on a word \geq 3 seconds, slash it (/) and say the
105	water. One plant that can grow in the desert is a	• \geq 3-second hesitation
94	can live in the desert because there is so little	 Omitted or skipped word Added/omitted word part
84	temperature becomes freezing cold! Few plants	 Mark four types of errors with a slash (/): Misread word
78	the night when the sun goes down, the	
70	the day, a desert is very hot and sunny. During	have any questions?
g 60	the sand to make small hills called dunes. During	reading aloud from the top of the page. Try to read each word, but
51	often strong winds on a desert. The wind blows	Directions for 1st reading: When I say, "begin," start
1re 42	deserts. Most deserts are made of sand. There are	too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!
33	third of the earth's surface is covered in	Prompting for 1 st reading: Remember: Read carefully, but not
25	ten inches of rain every year! About one	ic is live on a deserv, which is very underend dian where we nive in Wisconsin.
17	very little rain. A desert gets less than	passage for me. This passage is called "Deserts." It describes what it is like on a desert which is very different than where we live in
9	A desert is an area of land that gets	Introduce Passage 23 by saving: I would like you to read a
	Passage 23: 1 st Reading	Date: Student:
		23

150 WCPM			
150 WCPM			
150		WCPM	
	live.	150	live.
als to 149	not enough food and water for most animals to	149	not enough food and water for most animals to
There is 140	coyotes are two kinds of desert animals. There is	140	coyotes are two kinds of desert animals. There is
s and 131	animals can survive in the desert. Lizards and	131	animals can survive in the desert. Lizards and
ber of 123	small thorns or spikes. Only a small number of	123	small thorns or spikes. Only a small number of
has 114	cactus. A cactus does not have leaves. It has	114	cactus. A cactus does not have leaves. It has
sert is a 105	water. One plant that can grow in the desert is a	105	water. One plant that can grow in the desert is a
little 94	can live in the desert because there is so little	94	can live in the desert because there is so little
plants 84	temperature becomes freezing cold! Few plants	84	temperature becomes freezing cold! Few plants
78	the night when the sun goes down, the	78	the night when the sun goes down, the
During 70	the day, a desert is very hot and sunny. During	70	the day, a desert is very hot and sunny. During
During 60	the sand to make small hills called dunes.	60	the sand to make small hills called dunes. During
blows 51	often strong winds on a desert. The wind blows	51	often strong winds on a desert. The wind blows
There are 42	deserts. Most deserts are made of sand. There are	42	deserts. Most deserts are made of sand. There are
33	third of the earth's surface is covered in	33	third of the earth's surface is covered in
25	ten inches of rain every year! About one	25	ten inches of rain every year! About one
17	very little rain. A desert gets less than	17	very little rain. A desert gets less than
و	A desert is an area of land that gets	9	A desert is an area of land that gets
ing	Passage 23: 3 rd Reading		Passage 23: 2 nd Reading
start reading the , but if you come to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the ome to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
re try to read the it not too slow; lots of est!	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!

WCPM		
		 Calculate and record WCPM (total # words read in one minute minus total # errors).
146	laugned again. It worked!	4. Draw a vertical line just after the last word read at one minute (1).
142	food in quickly. My brother chewed his food and	 Repetitions in which the wording is correct Self-correction
133	his mouth opened up wide. My mom slipped the	 Added words Mispronunciation due to accent, dialect, or speech impediment
124	the crunching sound was funny. When he laughed,	3. The following are <i>not</i> errors:
116	brother pointed at me and laughed. He thought	2. If student pauses on a word \geq 3 seconds, stash it (7) and say the word for the student.
108	crunched the carrots loudly in my mouth. My	
100	I sat next to my brother chewing on my carrots. I	 Added/omitted word part > 3-second hesitation
68	pushed the food out of his mouth with his tongue!	 Misread word Omitted or skipped word
79	food into his mouth. But guess what he did? He	1. Mark four types of errors with a slash (1):
69	for the pretend train. Mom quickly shoved the	
61	like a train engine. My brother opened his mouth	if you come to one you do not know, I will say it for you. Do you have any questions?
52	spoon was a train. She made a chugging sound	Directions for 1st reading: When I say, "begin," start reading aloud from the top of the page. Try to read each word, but
43	Mom tried to trick him to eat. She pretended the	attention; and, best reading and behavior!
33	his head when Mom asked him to open his mouth.	too slow; lots of excitement in your voice; good attitude and
23	his mouth closed tight! He just shook	
16	lunch. He sat in his high chair and kept	passage for me. The title of this story is " Crunch ." It is about a loud
7	My baby brother refused to eat his	Introduce Passage 24 by saving: I would like you to read a
	Passage 24: 1 st Reading	Date: Student:
		24

WCPM		WCPM	
146	laughed again. It worked!	146	laughed again. It worked!
142	food in quickly. My brother chewed his food and	142	food in quickly. My brother chewed his food and
133	his mouth opened up wide. My mom slipped the	133	his mouth opened up wide. My mom slipped the
124	the crunching sound was funny. When he laughed,	124	the crunching sound was funny. When he laughed,
116	brother pointed at me and laughed. He thought	116	brother pointed at me and laughed. He thought
108	crunched the carrots loudly in my mouth. My	108	crunched the carrots loudly in my mouth. My
100	I sat next to my brother chewing on my carrots. $\ensuremath{\mathrm{I}}$	100	I sat next to my brother chewing on my carrots. I
68	pushed the food out of his mouth with his tongue!	89	pushed the food out of his mouth with his tongue!
62	food into his mouth. But guess what he did? He	79	food into his mouth. But guess what he did? He
69	for the pretend train. Mom quickly shoved the	69	for the pretend train. Mom quickly shoved the
61	like a train engine. My brother opened his mouth	61	like a train engine. My brother opened his mouth
52	spoon was a train. She made a chugging sound	52	spoon was a train. She made a chugging sound
43	Mom tried to trick him to eat. She pretended the	43	Mom tried to trick him to eat. She pretended the
33	his head when Mom asked him to open his mouth.	33	his head when Mom asked him to open his mouth.
23	his mouth closed tight! He just shook	23	his mouth closed tight! He just shook
16	lunch. He sat in his high chair and kept	16	lunch. He sat in his high chair and kept
7	My baby brother refused to eat his	7	My baby brother refused to eat his
	Passage 24: 3rd Reading		Passage 24: 2 nd Reading
the vme to	Directions for 3rd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.	g the come to	Directions for 2nd reading: When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.
' the '; lots of	Prompting for 3rd reading: Now you get one more try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!	the story s of	Prompting for 2nd reading: Now you get another try to read the story on your own. Remember: Careful reading, but not too slow; lots of enthusiasm; good attitude and attention; do you best!



Make one copy of the *Reward Chart* (ideally, on cardstock and laminated) for each student. Students use this chart to earn stickers/stars for meeting their reading and/or behavior goals. It is recommended that teachers collect the charts at the end of each session and distribute to students during subsequent sessions (so they don't get misplaced). Once the *ABC Support* intervention period has concluded, students may keep their reward charts.



Reward Chart

How did I do today? Did I make my goals?



	l made both my goals today!	l made my reading goal today!	l made my behavior goal today!	
Date:				Date:

Reprinted from Gettinger, M., Kratochwill, T. R., Eubanks, A., Foy, A., & Lindner, A. (2020). Intervention Materials Handbook. Wisconsin Center for Education Research, University of Wisconsin-Madison. my goals today!

()

8

reading goal today!

I made my

made both

()

6

behavior goal today!

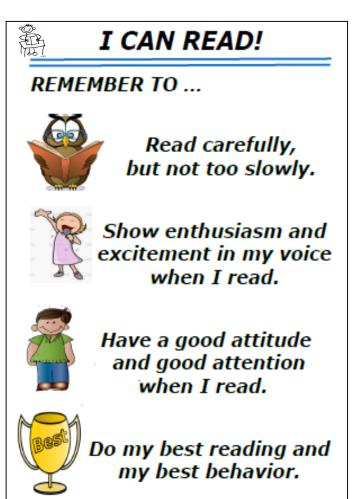
I made my

()

SUPPORT "I CAN READ" SUPPORT SELF MONITORING CARD



Make one copy of the *I CAN READ* card (ideally, on cardstock and laminated) for each student. Students determine a good location to tape their card (e.g., corner of desk) so they can remind themselves of the READ expectations during regular class instruction in reading.





The *Implementation Self-Guide* lists the intervention steps in sequential order for each *ABC Support* session. This is intended to serve as a self-check to ensure that you implement the intervention steps in the specific order as described in the *ABC Support Manual*.

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ľ	1	4	-

There are two versions of the *Implementation Self-Guide* - one for implementation with an individual student and one for implementation with a small group. You may want to copy the self-guide on cardstock and laminate for repeated use.



Implementation Self-Guide (for individual student)

	DURING TODAY'S SESSION, REMEMBER TO
1	Review READ expectations.
2	Set reading goal/record on <i>Reading Graph</i> ; set behavior goal/record on <i>Behavior Graph</i> .
3	Prompt READ expectations (before first reading).
4	Implement first timed reading of passage.
5	Give feedback for reading; record WCPM (on <i>Reading Graph</i> + teacher copy); give praise.
6	Give feedback for behavior; circle/record points on <i>Behavior Points Card</i> ; give praise.
7	Prompt READ expectations before modeling.
8	Demonstrate fluent reading of the passage (modeling), with interspersed student reading.
9	Prompt READ expectations (before second reading).
10	Implement second timed reading of passage.
11	Use letter-word-phrase correction procedure for 1-3 words.
12	Give feedback for reading; record WCPM (on <i>Reading Graph</i> + teacher copy); give praise.
13	Give feedback for behavior; circle/record points on <i>Behavior Points Card</i> ; give praise.
14	Prompt READ expectations (before third reading).
15	Implement third timed reading of passage.
16	Provide feedback about reading; record WCPM on <i>Reading Graph</i> ; give praise.
17	Provide feedback about behavior; record points on <i>Behavior Points Card</i> ; give praise.
18	Graph WCPM performance on <i>Reading Graph</i> and give feedback/praise.
19	Record total behavior points on <i>Behavior Graph</i> and give feedback/praise.
20	Give reward(s) on chart for meeting goals.
21	Remind student to use I CAN READ card.

Reprinted from Gettinger, M., Kratochwill, T. R., Eubanks, A., Foy, A., & Lindner, A. (2020). *Intervention Materials Handbook*. Wisconsin Center for Education Research, University of Wisconsin-Madison.



Implementation Self-Guide (for small group)

	DURING TODAY'S SESSION, REMEMBER TO
	DORING TODAT S SESSION, REMEMBER TO
1	Review READ expectations.
2	<i>For each student:</i> Draw goal line for reading goal on <i>Reading Graph</i> and goal line for behavior goal on <i>Behavior Graph</i> .
3	Prompt READ expectations (before first reading).
4	For first student to read: Implement first timed reading of passage. Provide feedback; record WCPM (on <i>Reading Graph</i> + teacher copy); give praise.
5	<i>For second student to read:</i> Implement first timed reading of passage. Give feedback; record WCPM (on <i>Reading Graph</i> + teacher copy); give praise.
6	<i>For third student to read:</i> Implement first timed reading of passage. Give feedback; record WCPM (on <i>Reading Graph</i> + teacher copy); give praise.
7	<i>For each student:</i> Provide feedback for behavior; circle/record points on <i>Behavior Points Card</i> ; give praise.
8	Use letter-word-phrase correction procedure for 1-3 words.
9	Prompt READ expectations before modeling.
10	Demonstrate fluent reading of the passage (modeling), with interspersed student reading.
11	<i>For each student:</i> Provide feedback for behavior; circle/record points on <i>Behavior Points Card</i> ; give praise.
12	Prompt READ expectations (before second reading).
13	<i>For first, then second, and then third student:</i> Implement second timed reading of passage. Provide feedback; record WCPM; give praise.
14	<i>For each student:</i> Provide feedback for behavior; circle/record points on <i>Behavior Points Card</i> ; give praise.
15	<i>For each student:</i> Draw line on <i>Reading Graph</i> between first and second WCPM; record total behavior points on <i>Behavior Graph</i> .
15	For each student: Give reward(s) on chart for meeting goals.
16	Remind students to use I CAN READ card.

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