



**ABC**  
SUPPORT

**ACADEMIC  
AND  
BEHAVIOR  
COMBINED  
SUPPORT**

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# ***Intervention Materials Handbook***

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# ABC SUPPORT

## *PREFACE*

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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

READ Expectations Card

1 2 3

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



# ***READ EXPECTATIONS CARD***

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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.

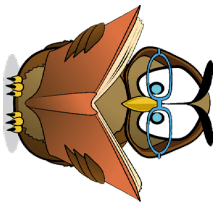
The *READ Expectations Card* is denoted with this icon:

**READ**

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.

READ

I am here to **READ**:



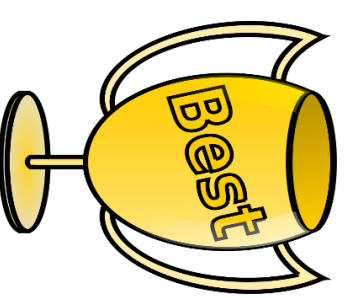
**R**ead carefully, but not too slowly.

**E**nthusiasm and **E**xcitement are  
in my voice when I read.



**A**ttitude and **A**ttention  
are good.

**D**o my best readings and behavior!



<b>READ Expectations</b>	<b>Examples for ABC Support</b>	<b>Non-Examples for ABC Support</b>
<b>Read carefully, but not too slowly.</b>	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: _____
<b>Enthusiasm and Excitement are in my voice.</b>	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: _____
<b>Attitude and Attention are good.</b>	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: _____
<b>Do my best reading and behavior!</b>	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: _____



# ***BEHAVIOR POINTS CARD***

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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.

1 2 3
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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.




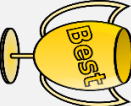
Make one copy of the card on the following page for each student in the group for **every** intervention session. You may also choose to copy on cardstock and laminate one copy for each student. This will allow you to use a marker to circle points for one intervention session, then erase and re-use for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

123

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

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

### My Behavior Points Card

	Am I <b>R</b> eading very carefully, but not too slowly? 	Is there Enthusiasm and Excitement in my voice? 	Do I have a positive Attitude and Attention? 	Am I <b>D</b> oing my best reading and my best behavior? 	Total Points
Time 1	1 2 3	1 2 3	1 2 3	1 2 3	
Time 2	1 2 3	1 2 3	1 2 3	1 2 3	
Time 3	1 2 3	1 2 3	1 2 3	1 2 3	

How many behavior points altogether for today?

- 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.





# **BEHAVIOR AND READING GRAPHS**

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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.



**Behavior  
Graph**

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.

INTERVENTION WEEK # ____ [Write the number of the intervention week here.]								
Points	Date:	Session Goal	Points	Date:	Session Goal	Points	Date:	Session Goal
	_____	<input type="text"/>		_____	<input type="text"/>		_____	<input type="text"/>
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		



**Reading  
Graph**

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.


WCPM	Session Goal			WCPM	Session Goal			WCPM	Session Goal		
	1 <sup>st</sup> Read	2 <sup>nd</sup> Read	3 <sup>rd</sup> Read		1 <sup>st</sup> Read	2 <sup>nd</sup> Read	3 <sup>rd</sup> Read		1 <sup>st</sup> Read	2 <sup>nd</sup> Read	3 <sup>rd</sup> Read
140				140				140			
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			



# ***STUDENT COPIES OF READING PASSAGES***

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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!





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!



1



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!





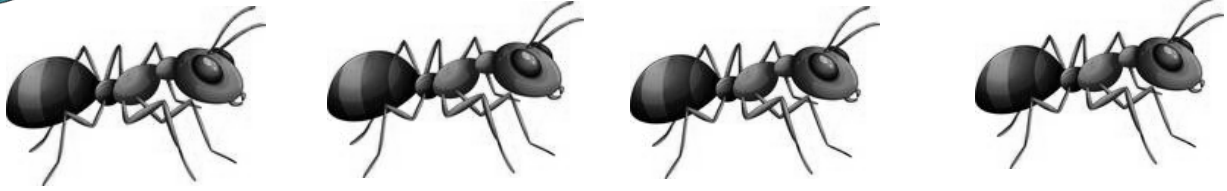
Do you like to eat cherries? I think they are delicious! Many people like to eat sweet cherries as a snack. Some people use them when they bake things. Did you know that cherries grow on trees? When cherries are ripe, their skins are bright red. When you see red cherries on trees, you know they are ready 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.

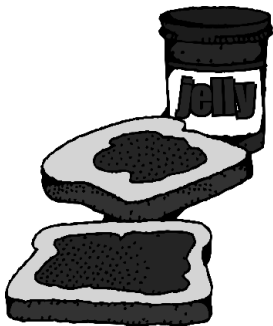
Is there some type of food that you love to eat?

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



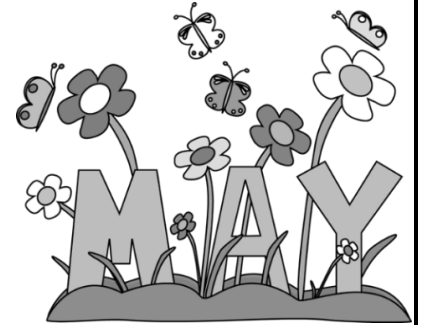
one pickle on her ice cream! Yuck! Alita's brother thinks she might have a pickle problem. Putting pickles on all kinds of food is strange. But guess what? Alita's brother has a problem, too. It is a different kind of food problem. He loves to eat grape jelly. He puts grape jelly on every piece of food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

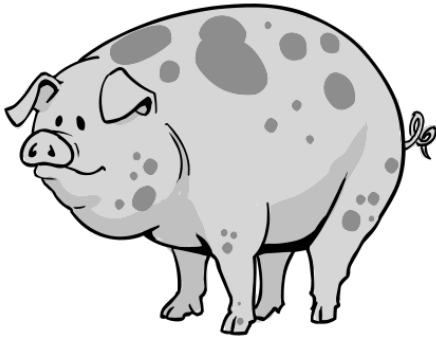


When he eats an egg for breakfast, he puts grape jelly on it. Maybe Alita and her brother love pickles and grape jelly too much!

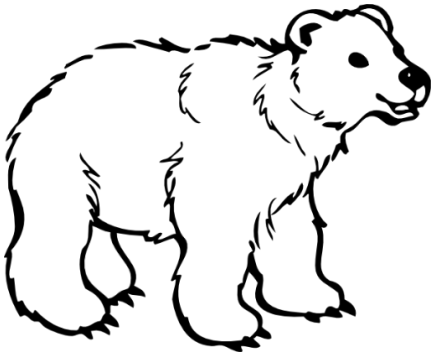


Even though the calendar says that spring starts in March, it does not feel like spring until the trees and flowers are in full bloom. In the month of May, the flowers come out and the days become warmer. Spring is truly in the air! The first day of May is known as May Day. I read about May Day celebrations 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 guest 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.

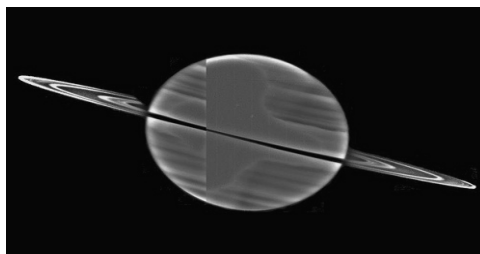
The snow might blow so hard that it becomes difficult to see things. Sometimes all you can see in front of you is blowing snow! When this happens, it is called a whiteout. In a whiteout, drivers cannot see the road in front of them or other cars. People may not be able to see where they are walking. 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 off the rose. Today was the birthday of his wife, 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.

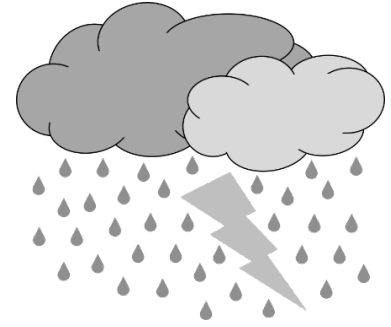


Will woke up this morning with a bad sore throat. He tried to speak, but his voice just croaked. "My throat hurts. It feels terrible when I try to swallow. My voice sounds like a toad! I think I am sick," cried Will. He crawled back into bed under the blankets. He needed to heal his scratchy throat. 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!





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.

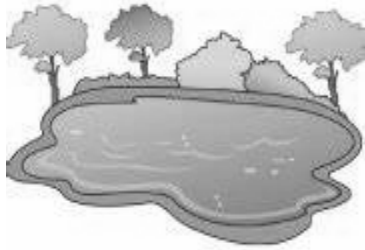


Franco lives on a farm. One of his favorite things to do on a warm summer night is to sit in a rocking chair on his front porch. He likes to look at his fields of corn while he rocks in his chair. He likes to watch the trees and tall grass sway back and forth. He sits and watches the sun go down. One evening a big thunderstorm came down from the north. Franco decided he should go inside to be safe. The sky quickly turned dark. It started to rain hard. The storm brought thunder, heavy wind, and a lot of lightening! Franco waited in his house and watched the storm through the window. The storm passed by very quickly. Within a few minutes, Franco saw the sun shining again on the cornfields. Franco went back outside. He returned to his favorite rocking chair.



Imagine that you are playing outside on a hot summer day.

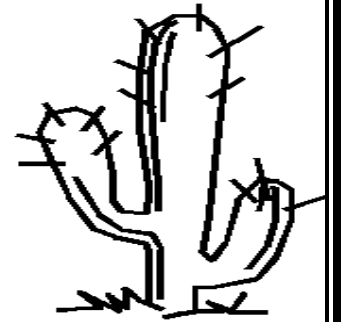
Suddenly, something big starts buzzing around you! Then you see it. It is a flying insect with bright colors and fast wings. It is a wasp! Have you ever been stung by a wasp? If so, then you know that its sting can really hurt! Some people are more afraid of wasps than bees. That is because a bee will 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 can destroy crops. Crops are able to grow when wasps are around. Even though wasps are pesky, they are important for farming.



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 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!



# ***TEACHER COPIES OF READING PASSAGES***

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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

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

**Introduce Orientation Passage 1 by saying:** *The title of the story you are going to read today is "John's Flute." It is about a boy who cannot stop playing his flute! Because this is practice, you will only read the passage once.*

**Directions for Orientation Passage 1 practice reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Orientation Passage 1 Practice 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!

**WCPM**





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

**Introduce Orientation Passage 2 by saying:** *The title of this passage is "Healthy Foods." It describes different types of food that keep your body healthy and strong. Like the last time, this is just practice; so, you'll only read the passage once.*

**Directions for Orientation Passage 2 practice reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Orientation Passage 2 Practice Reading**

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!	<b>8</b> <b>14</b> <b>20</b> <b>26</b> <b>31</b> <b>40</b> <b>48</b> <b>55</b> <b>63</b> <b>69</b> <b>76</b> <b>84</b> <b>91</b> <b>98</b> <b>107</b> <b>117</b> <b>126</b> <b>135</b> <b>142</b> <b>145</b>
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**WCPM**



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

**Introduce Passage 1 by saying:** I would like you to read a passage for me. The title of this story is "**Hungry Baby Birds.**" It is about some baby birds that keep their mother very busy.

**Prompting for 1st reading:** Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!

**Directions for 1st reading:** When I 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 for you. Do you have any questions?

**Passage 1: 1st Reading**

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!

1. Mark four types of errors with a slash (/):
  - Misread word
  - Omitted or skipped word
  - Added/omitted word part
  - $\geq$  3-second hesitation
2. If student pauses on a word  $\geq$  3 seconds, slash it (/) and say the word for the student.
3. The following are **not** errors:
  - 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 minus total # errors).

WCPM

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 1: 2<sup>nd</sup> Reading**

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  
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 were ready to be fed their meal. Their mother can  
 take a nap at last!

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**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 1: 3<sup>rd</sup> Reading**

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

**Introduce Passage 2 by saying:** *I would like you to read a passage for me. This story is "My First Poem." It is about a girl who discovers how much she loves to write poetry.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
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  - 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
  - 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 minus total # errors).

**Passage 2: 1st Reading**

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!

WCPM

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 2: 2<sup>nd</sup> Reading**

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!

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**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 2: 3<sup>rd</sup> Reading**

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!

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**WCPM**

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

**Introduce Passage 3 by saying:** *I would like you to read a passage for me. The title of this passage is "Wonderful Cherries." It explains why some people think cherries are wonderful.*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 3: 1<sup>st</sup> Reading**

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!

WCPM

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**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 3: 2<sup>nd</sup> Reading**

**Passage 3: 3<sup>rd</sup> Reading**

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!	8 14 21 27 36 44 53 62 71 81 91 99 109 119 128 136 145 148	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!	8 14 21 27 36 44 53 62 71 81 91 99 109 119 128 136 145 148
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Date: \_\_\_\_\_ Student: \_\_\_\_\_

**Introduce Passage 4 by saying:** *I would like you to read a passage for me. The title of this story is "The Lost Key." It is about a group of friends that came together to help find a lost key.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - *Misread word*
  - *Omitted or skipped word*
  - *Added/omitted word part*
  - *≥ 3-second hesitation*
2. If student pauses on a word  $\geq 3$  seconds, slash it (/) and say the word for the student.
3. The following are **not** errors:
  - *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 minus total # errors).

**Passage 4: 1st Reading**

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.

WCPM



**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 4: 2<sup>nd</sup> Reading**

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.

- 7 Tom was good at playing soccer. He
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- 21 himself in shape. He dribbled the
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- 93 must be buried under some leaves next to the
- 102 running path. Tom could not leave, so he called
- 112 his team. "Can you help me find my key?" asked
- 121 Tom. Tom's team loved to compete so they turned
- 132 the lost key into a game. They all searched for the
- 141 key together. Finally, the key was found. Just as
- 149 Tom thought, it was hidden under the leaves.

WCPM

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 4: 3<sup>rd</sup> Reading**

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.

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

WCPM



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

**Introduce Passage 5 passage by saying:** *I would like you to read a passage for me. This is called "Amazing Ants." See how many facts you can learn about amazing ants by reading this passage.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 5: 1st Reading**

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.

WCPM

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 5: 2<sup>nd</sup> Reading**

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.

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

**WCPM**

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 5: 3<sup>rd</sup> Reading**

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.

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

**WCPM**



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

**Introduce Passage 6 passage by saying:** *I would like you to read a passage for me. The title of this story is "Pickles and Jelly." It's about two kids whose favorite things to eat are pickles and jelly.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 6: 1st Reading**

Is there some type of food that you love to eat?  
 11  
 Alita loves to eat pickles. She loves pickles so  
 20  
 much that she puts them on everything!  
 27  
 She puts pickles on her ham sandwich  
 34  
 for lunch. She puts pickles on top of her  
 43  
 cereal in the morning. She even places  
 50  
 one pickle on her ice cream! Yuck! Alita's brother  
 59  
 thinks she might have a pickle problem. Putting  
 67  
 pickles on all kinds of food is strange. But guess  
 77  
 what? Alita's brother has a problem, too. It is a  
 87  
 different kind of food problem. He loves to eat  
 96  
 grape jelly. He puts grape jelly on every piece of  
 106  
 food that goes into his mouth! Whenever he eats  
 115  
 an apple for lunch, he covers it with grape jelly.  
 125  
 When he eats an egg for breakfast, he  
 133  
 puts grape jelly on it. Maybe Alita and  
 141  
 her brother love pickles and grape jelly  
 148  
 too much!  
 150

WCPM

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 6: 2<sup>nd</sup> Reading**

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!

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**20**  
**27**  
**34**  
**43**  
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**67**  
**77**  
**87**  
**96**  
**106**  
**115**  
**125**  
**133**  
**141**  
**148**  
**150**

**WCPM**

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 6: 3<sup>rd</sup> Reading**

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!

**11**  
**20**  
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**87**  
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**106**  
**115**  
**125**  
**133**  
**141**  
**148**  
**150**

**WCPM**



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

**Introduce Passage 7 by saying:** *I would like you to read a passage for me. This passage is called "May Day." There is one day when the world celebrates with flowers that bloom in the spring.*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 7: 1<sup>st</sup> Reading**

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!	<p>6</p> <p>13</p> <p>20</p> <p>27</p> <p>37</p> <p>46</p> <p>57</p> <p>65</p> <p>75</p> <p>82</p> <p>92</p> <p>100</p> <p>110</p> <p>117</p> <p>127</p> <p>136</p> <p>145</p> <p>150</p>
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**WCPM**

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

<b>Passage 7: 2<sup>nd</sup> Reading</b>		<b>Passage 7: 3<sup>rd</sup> Reading</b>	
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!	<b>6</b> <b>13</b> <b>20</b> <b>27</b> <b>37</b> <b>46</b> <b>57</b> <b>65</b> <b>75</b> <b>82</b> <b>92</b> <b>100</b> <b>110</b> <b>117</b> <b>127</b> <b>136</b> <b>145</b> <b>150</b>	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!	<b>6</b> <b>13</b> <b>20</b> <b>27</b> <b>37</b> <b>46</b> <b>57</b> <b>65</b> <b>75</b> <b>82</b> <b>92</b> <b>100</b> <b>110</b> <b>117</b> <b>127</b> <b>136</b> <b>145</b> <b>150</b>
<b>WCPM</b>	<input type="text"/>	<b>WCPM</b>	<input type="text"/>



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

**Introduce Passage 8 by saying:** *I would like you to read a passage for me. The title of this story is "A Messy Pest." If you have ever lived with a messy pest, you know it is not fun at all.*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 8: 1<sup>st</sup> Reading**

<p>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.</p>	<p><b>9</b></p> <p><b>15</b></p> <p><b>22</b></p> <p><b>28</b></p> <p><b>33</b></p> <p><b>43</b></p> <p><b>54</b></p> <p><b>64</b></p> <p><b>75</b></p> <p><b>86</b></p> <p><b>95</b></p> <p><b>104</b></p> <p><b>114</b></p> <p><b>123</b></p> <p><b>133</b></p> <p><b>142</b></p> <p><b>149</b></p>
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**WCPM**



**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 8: 2<sup>nd</sup> Reading**

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.

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- 28
- 33
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- 86
- 95
- 104
- 114
- 123
- 133
- 142
- 149

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 8: 3<sup>rd</sup> Reading**

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.

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<b>WCPM</b>	<input type="text"/>	<b>WCPM</b>	<input type="text"/>
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Date: \_\_\_\_\_ Student: \_\_\_\_\_

**Introduce Passage 9 by saying:** *I would like you to read a passage for me. This passage is called "Sun Bears." A lot of people don't know many facts about this interesting little bear.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 9: 1st Reading**

7 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.

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149

**WCPM**

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

<b>Passage 9: 2<sup>nd</sup> Reading</b>		<b>Passage 9: 3<sup>rd</sup> Reading</b>	
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.	7 13 19 25 31 40 50 60 70 80 89 98 106 115 124 132 140 148 149	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.	7 13 19 25 31 40 50 60 70 80 89 98 106 115 124 132 140 148 149
<b>WCPM</b>	<input type="text"/>	<b>WCPM</b>	<input type="text"/>

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

**Introduce Passage 10 by saying:** *I would like you to read a passage for me. This title of this story is "Larry's Big Feet." Wow! It looks like Larry's feet are really, really big!*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 10: 1<sup>st</sup> Reading**

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."

WCPM

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**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 10: 2<sup>nd</sup> Reading**

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."

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- 14
- 21
- 27
- 33
- 43
- 53
- 63
- 74
- 83
- 92
- 103
- 111
- 121
- 129
- 139
- 148

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 10: 3<sup>rd</sup> Reading**

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."

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- 43
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- 74
- 83
- 92
- 103
- 111
- 121
- 129
- 139
- 148

WCPM

WCPM



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

**Introduce Passage 11 by saying:** *I would like you to read a passage for me. This passage is called "Reading Day." It describes one special school day that is just for reading books.*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 11: 1<sup>st</sup> Reading**

8 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 guest 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!

WCPM

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 11: 2<sup>nd</sup> Reading**

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 guest 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!

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- 14**
- 20**
- 27**
- 37**
- 47**
- 55**
- 63**
- 72**
- 81**
- 90**
- 100**
- 109**
- 118**
- 131**
- 141**
- 147**

**WCPM**

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 11: 3<sup>rd</sup> Reading**

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 guest 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!

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- 14**
- 20**
- 27**
- 37**
- 47**
- 55**
- 63**
- 72**
- 81**
- 90**
- 100**
- 109**
- 118**
- 131**
- 141**
- 147**

**WCPM**



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

**Introduce Passage 12 by saying:** *I would like you to read a passage for me. This story is "Best Friends." It's about two kids who have been friends for a long time.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 12: 1st Reading**

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.

**WCPM**



**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 12: 2<sup>nd</sup> Reading**

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.

- 8**
- 16**
- 24**
- 34**
- 46**
- 55**
- 64**
- 76**
- 85**
- 98**
- 108**
- 116**
- 123**
- 134**
- 145**
- 150**

**WCPM**

**Prompting for 3<sup>rd</sup> 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!

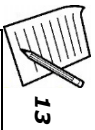
**Directions for 3<sup>rd</sup> reading:** When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.

**Passage 12: 3<sup>rd</sup> Reading**

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.

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- 16**
- 24**
- 34**
- 46**
- 55**
- 64**
- 76**
- 85**
- 98**
- 108**
- 116**
- 123**
- 134**
- 145**
- 150**

**WCPM**



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

**Introduce Passage 13 by saying:** *I would like you to read a passage for me. This passage is called "Blizzards." It explains how snow blizzards can sometimes be dangerous.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 13: 1st Reading**

8 Many people like to play in the soft, fluffy snow during the winter.

13 Watching a snowfall can be fun.

19 Falling snow is beautiful to see.

25 Falling snow can be dangerous

30 sometimes, too. Blizzards are winter storms that can be unsafe. These storms have strong gusty winds, heavy snow, and freezing air.

36 The wind can blow extremely hard and fast.

44 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!

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148

WCPM

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

<b>Passage 13: 2<sup>nd</sup> Reading</b>		<b>Passage 13: 3<sup>rd</sup> Reading</b>	
Many people like to play in the soft, fluffy snow during the winter.	<b>8</b>	Many people like to play in the soft, fluffy snow during the winter.	<b>8</b>
Watching a snowfall can be fun.	<b>13</b>	Watching a snowfall can be fun.	<b>13</b>
Falling snow is beautiful to see.	<b>19</b>	Falling snow is beautiful to see.	<b>19</b>
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.	<b>25</b>	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.	<b>25</b>
The wind can blow extremely hard and fast.	<b>30</b>	The wind can blow extremely hard and fast.	<b>30</b>
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!	<b>36</b>	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!	<b>36</b>
	<b>44</b>		<b>44</b>
	<b>51</b>		<b>51</b>
	<b>59</b>		<b>59</b>
	<b>68</b>		<b>68</b>
	<b>76</b>		<b>76</b>
	<b>86</b>		<b>86</b>
	<b>95</b>		<b>95</b>
	<b>105</b>		<b>105</b>
	<b>114</b>		<b>114</b>
	<b>122</b>		<b>122</b>
	<b>131</b>		<b>131</b>
	<b>140</b>		<b>140</b>
	<b>147</b>		<b>147</b>
	<b>148</b>		<b>148</b>
<b>WCPM</b>	<input type="text"/>	<b>WCPM</b>	<input type="text"/>



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

**Introduce Passage 14 by saying:** *I would like you to read a passage for me. The title of this story is "The Wise King." In this story, the king has a special present he plans to give to his wife.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 14: 1st Reading**

The wise old king sat on his grand throne. He had a beautiful red rose from the royal garden. He was picking thorns off the rose. Today was the birthday of his wife, 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!

**WCPM**

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 14: 2<sup>nd</sup> Reading**

The wise old king sat on his grand throne. He had a beautiful red rose from the royal garden. He was picking thorns off the rose. Today was the birthday of his wife, 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!

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**23**  
**33**  
**45**  
**57**  
**67**  
**78**  
**87**  
**98**  
**108**  
**118**  
**127**  
**135**  
**146**  
**148**

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 14: 3<sup>rd</sup> Reading**

The wise old king sat on his grand throne. He had a beautiful red rose from the royal garden. He was picking thorns off the rose. Today was the birthday of his wife, 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!

**8**  
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**23**  
**33**  
**45**  
**57**  
**67**  
**78**  
**87**  
**98**  
**108**  
**118**  
**127**  
**135**  
**146**  
**148**

**WCPM**

**WCPM**



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

**Introduce Passage 15 by saying:** *I would like you to read a passage for me. This passage is called "Black Holes." It explains what scientists know about black holes in outer space.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 15: 1st Reading**

9 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!

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WCPM

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 15: 2<sup>nd</sup> Reading**

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!

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**16**  
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**32**  
**41**  
**50**  
**60**  
**70**  
**79**  
**90**  
**100**  
**109**  
**118**  
**127**  
**135**  
**144**  
**145**

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 15: 3<sup>rd</sup> Reading**

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!

**9**  
**16**  
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**127**  
**135**  
**144**  
**145**

**WCPM**

**WCPM**



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

**Introduce Passage 16 by saying:** *I would like you to read a passage for me. This story is "Rainy Day Picnic." I wonder how there could be a picnic when it is rainy outside?*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 16: 1st Reading**

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 ideal! 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!	<b>8</b> <b>15</b> <b>23</b> <b>30</b> <b>39</b> <b>47</b> <b>56</b> <b>67</b> <b>76</b> <b>87</b> <b>97</b> <b>106</b> <b>115</b> <b>125</b> <b>133</b> <b>142</b> <b>149</b>
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**WCPM**



**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 16: 2<sup>nd</sup> Reading**

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!

- 8 Today is the day Jasmine is going to
- 15 enjoy a picnic with her friends. She
- 23 hops out of bed quickly and dashes into
- 30 the kitchen to prepare their lunch. She
- 39 makes a delicious meal to pack in the picnic
- 47 basket. She packs sandwiches and fruit. She puts
- 56 in her favorite chocolate chip cookies, too. She is
- 67 all ready to go. Then she takes a peek outside. Oh
- 76 no! Her smile quickly fades. There are dark storm
- 87 clouds. Soon it begins to rain. It looks like it will
- 97 be rainy all day. Her picnic is ruined. She calls
- 106 her friends and tells them the bad news. One
- 115 friend has an idea! How about having the picnic
- 125 inside? They decide to have a rainy day picnic at
- 133 Jasmine's house. After lunch, the rain stops. They
- 142 run outside to splash around in puddles. They can
- 149 still have fun, even in the rain!

WCPM

**Prompting for 3<sup>rd</sup> 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!

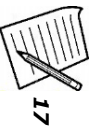
**Directions for 3<sup>rd</sup> reading:** When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.

**Passage 16: 3<sup>rd</sup> Reading**

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!

- 8 Today is the day Jasmine is going to
- 15 enjoy a picnic with her friends. She
- 23 hops out of bed quickly and dashes into
- 30 the kitchen to prepare their lunch. She
- 39 makes a delicious meal to pack in the picnic
- 47 basket. She packs sandwiches and fruit. She puts
- 56 in her favorite chocolate chip cookies, too. She is
- 67 all ready to go. Then she takes a peek outside. Oh
- 76 no! Her smile quickly fades. There are dark storm
- 87 clouds. Soon it begins to rain. It looks like it will
- 97 be rainy all day. Her picnic is ruined. She calls
- 106 her friends and tells them the bad news. One
- 115 friend has an idea! How about having the picnic
- 125 inside? They decide to have a rainy day picnic at
- 133 Jasmine's house. After lunch, the rain stops. They
- 142 run outside to splash around in puddles. They can
- 149 still have fun, even in the rain!

WCPM



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

**Introduce Passage 17 by saying:** *I would like you to read a passage for me. This passage is called "Penguins." It tells some interesting facts about penguins that you might not know.*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 17: 1<sup>st</sup> Reading**

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.	<p><b>6</b></p> <p><b>13</b></p> <p><b>21</b></p> <p><b>29</b></p> <p><b>38</b></p> <p><b>47</b></p> <p><b>55</b></p> <p><b>63</b></p> <p><b>71</b></p> <p><b>81</b></p> <p><b>91</b></p> <p><b>102</b></p> <p><b>113</b></p> <p><b>124</b></p> <p><b>133</b></p> <p><b>141</b></p> <p><b>145</b></p>
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**WCPM**

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 17: 2<sup>nd</sup> Reading**

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.

- 6 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.
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WCPM

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 17: 3<sup>rd</sup> Reading**

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.

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WCPM



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

**Introduce Passage 18 by saying:** *I would like you to read a passage for me. The title of this story is "Will's Sore Throat." Find out what Will does when he wakes up one morning with a sore throat.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 18: 1st Reading**

Will woke up this morning with a 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!

WCPM

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 18: 2<sup>nd</sup> Reading**

Will woke up this morning with a 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!

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**Prompting for 3<sup>rd</sup> 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!

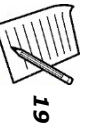
**Directions for 3<sup>rd</sup> reading:** When I say, "begin," start reading the passage aloud from the top. Try to read each word, but if you come to one you do not know, I will say it for you.

**Passage 18: 3<sup>rd</sup> Reading**

Will woke up this morning with a 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!

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

**Introduce Passage 19 by saying:** *I would like you to read a passage for me. This passage is called "Fossils." If you want to know what the world was like a long time ago, then study fossils.*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - *Misread word*
  - *Omitted or skipped word*
  - *Added/omitted word part*
  - *≥ 3-second hesitation*
2. If student pauses on a word  $\geq$  3 seconds, slash it (/) and say the word for the student.
3. The following are **not** errors:
  - *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 minus total # errors).

**Passage 19: 1<sup>st</sup> Reading**

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.

WCPM

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 19: 2<sup>nd</sup> Reading**

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.

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**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 19: 3<sup>rd</sup> Reading**

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.

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WCPM

WCPM

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

**Introduce Passage 20 by saying:** *I would like you to read a 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.*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 20: 1<sup>st</sup> Reading**

<p>Franco lives on a farm. One of his favorite things to do on a warm summer night is to sit in a rocking chair on his front porch. He likes to look at his fields of corn while he rocks in his chair. He likes to watch the trees and tall grass sway back and forth. He sits and watches the sun go down. One evening a big thunderstorm came down from the north. Franco decided he should go inside to be safe. The sky quickly turned dark. It started to rain hard. The storm brought thunder, heavy wind, and a lot of lightning! Franco waited in his house and watched the storm through the window. The storm passed by very quickly. Within a few minutes, Franco saw the sun shining again on the cornfields. Franco went back outside. He returned to his favorite rocking chair.</p>	<p><b>8</b></p> <p><b>15</b></p> <p><b>27</b></p> <p><b>38</b></p> <p><b>49</b></p> <p><b>59</b></p> <p><b>68</b></p> <p><b>75</b></p> <p><b>85</b></p> <p><b>94</b></p> <p><b>103</b></p> <p><b>110</b></p> <p><b>117</b></p> <p><b>125</b></p> <p><b>134</b></p> <p><b>141</b></p> <p><b>146</b></p>
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**WCPM**



**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 20: 2<sup>nd</sup> Reading**

Franco lives on a farm. One of his favorite things to do on a warm summer night is to sit in a rocking chair on his front porch. He likes to look at his fields of corn while he rocks in his chair. He likes to watch the trees and tall grass sway back and forth. He sits and watches the sun go down. One evening a big thunderstorm came down from the north. Franco decided he should go inside to be safe. The sky quickly turned dark. It started to rain hard. The storm brought thunder, heavy wind, and a lot of lightning! Franco waited in his house and watched the storm through the window. The storm passed by very quickly. Within a few minutes, Franco saw the sun shining again on the cornfields. Franco went back outside. He returned to his favorite rocking chair!

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**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 20: 3<sup>rd</sup> Reading**

Franco lives on a farm. One of his favorite things to do on a warm summer night is to sit in a rocking chair on his front porch. He likes to look at his fields of corn while he rocks in his chair. He likes to watch the trees and tall grass sway back and forth. He sits and watches the sun go down. One evening a big thunderstorm came down from the north. Franco decided he should go inside to be safe. The sky quickly turned dark. It started to rain hard. The storm brought thunder, heavy wind, and a lot of lightning! Franco waited in his house and watched the storm through the window. The storm passed by very quickly. Within a few minutes, Franco saw the sun shining again on the cornfields. Franco went back outside. He returned to his favorite rocking chair!

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**146**

**WCPM**

**WCPM**



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

**Introduce Passage 21 by saying:** *I would like you to read a passage for me. This passage is called "Wasps." It explains some good things and some bad things about wasps.*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 21: 1<sup>st</sup> Reading**

Imagine 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 can destroy crops. Crops are able to grow when wasps are around. Even though wasps are pesky, they are important for farming.

**WCPM**

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 21: 2<sup>nd</sup> Reading**

Imagine that you are playing outside on a hot summer day.	<b>5</b>
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.	<b>11</b> <b>17</b> <b>28</b> <b>39</b> <b>50</b> <b>59</b> <b>69</b> <b>79</b> <b>88</b> <b>98</b> <b>108</b> <b>117</b> <b>126</b> <b>135</b> <b>143</b> <b>148</b>

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 21: 3<sup>rd</sup> Reading**

Imagine that you are playing outside on a hot summer day.	<b>5</b>
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.	<b>11</b> <b>17</b> <b>28</b> <b>39</b> <b>50</b> <b>59</b> <b>69</b> <b>79</b> <b>88</b> <b>98</b> <b>108</b> <b>117</b> <b>126</b> <b>135</b> <b>143</b> <b>148</b>

**WCPM**

**WCPM**



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

**Introduce Passage 22 by saying:** *I would like you to read a passage for me. The title is "A Swim in the Lake." Something funny happened when the boy in this story decided to go for a swim in the lake.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

**Passage 22: 1st Reading**

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!"

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**WCPM**

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Passage 22: 2<sup>nd</sup> Reading**

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!"

**7**  
**13**  
**18**  
**26**  
**36**  
**46**  
**56**  
**66**  
**75**  
**85**  
**94**  
**104**  
**112**  
**122**  
**135**  
**147**  
**150**

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 22: 3<sup>rd</sup> Reading**

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!"

**7**  
**13**  
**18**  
**26**  
**36**  
**46**  
**56**  
**66**  
**75**  
**85**  
**94**  
**104**  
**112**  
**122**  
**135**  
**147**  
**150**

**WCPM**

**WCPM**



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

**Introduce Passage 23 by saying:** *I would like you to read a 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 Wisconsin.*

**Prompting for 1<sup>st</sup> reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1<sup>st</sup> reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 23: 1<sup>st</sup> Reading**

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 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.

**WCPM**

**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 23: 2<sup>nd</sup> Reading**

**Passage 23: 3<sup>rd</sup> Reading**

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 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.	<b>9</b>	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 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.	<b>9</b>
	<b>17</b>		<b>17</b>
	<b>25</b>		<b>25</b>
	<b>33</b>		<b>33</b>
	<b>42</b>		<b>42</b>
	<b>51</b>		<b>51</b>
	<b>60</b>		<b>60</b>
	<b>70</b>		<b>70</b>
	<b>78</b>		<b>78</b>
	<b>84</b>		<b>84</b>
	<b>94</b>		<b>94</b>
	<b>105</b>		<b>105</b>
	<b>114</b>		<b>114</b>
	<b>123</b>		<b>123</b>
	<b>131</b>		<b>131</b>
	<b>140</b>		<b>140</b>
	<b>149</b>		<b>149</b>
	<b>150</b>		<b>150</b>

WCPM

WCPM



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

**Introduce Passage 24 by saying:** *I would like you to read a passage for me. The title of this story is "Crunch." It is about a loud crunchy sound that helped Mom feed her baby.*

**Prompting for 1st reading:** *Remember: Read carefully, but not too slow; lots of excitement in your voice; good attitude and attention; and, best reading and behavior!*

**Directions for 1st reading:** *When I 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 for you. Do you have any questions?*

1. Mark four types of errors with a slash (/):
  - Misread word
  - 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
  - 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 minus total # errors).

**Passage 24: 1st Reading**

My baby brother refused to eat his  
 7  
 lunch. He sat in his high chair and kept  
 16  
 his mouth closed tight! He just shook  
 23  
 his head when Mom asked him to open his mouth.  
 33  
 Mom tried to trick him to eat. She pretended the  
 43  
 spoon was a train. She made a chugging sound  
 52  
 like a train engine. My brother opened his mouth  
 61  
 for the pretend train. Mom quickly shoved the  
 69  
 food into his mouth. But guess what he did? He  
 79  
 pushed the food out of his mouth with his tongue!  
 89  
 I sat next to my brother chewing on my carrots. I  
 100  
 crunched the carrots loudly in my mouth. My  
 108  
 brother pointed at me and laughed. He thought  
 116  
 the crunching sound was funny. When he laughed,  
 124  
 his mouth opened up wide. My mom slipped the  
 133  
 food in quickly. My brother chewed his food and  
 142  
 laughed again. It worked!  
 146

WCPM



**Prompting for 2<sup>nd</sup> 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!

**Directions for 2<sup>nd</sup> 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.

**Prompting for 3<sup>rd</sup> 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!

**Directions for 3<sup>rd</sup> 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.

**Passage 24: 2<sup>nd</sup> Reading**

**Passage 24: 3<sup>rd</sup> Reading**

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!

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!

- 7
- 16
- 23
- 33
- 43
- 52
- 61
- 69
- 79
- 89
- 100
- 108
- 116
- 124
- 133
- 142
- 146

- 7
- 16
- 23
- 33
- 43
- 52
- 61
- 69
- 79
- 89
- 100
- 108
- 116
- 124
- 133
- 142
- 146

<b>WCPM</b>		<b>WCPM</b>	
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# ***REWARD CHART***

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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?*



	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
 <i>I made my behavior goal today!</i>														
 <i>I made my reading goal today!</i>														
 <i>I made both my goals today!</i>														

	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
 <i>I made my behavior goal today!</i>														
 <i>I made my reading goal today!</i>														
 <i>I made both my goals today!</i>														



# **"I CAN READ" SELF- MONITORING CARD**

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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.



## ***I CAN READ!***

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### ***REMEMBER TO ...***



***Read carefully,  
but not too slowly.***



***Show enthusiasm and  
excitement in my voice  
when I read.***



***Have a good attitude  
and good attention  
when I read.***



***Do my best reading and  
my best behavior.***



# ***IMPLEMENTATION SELF-GUIDE***

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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*.



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)

	 <b>DURING TODAY'S SESSION, REMEMBER TO ...</b>
1	Review <i>READ</i> expectations.
2	Set reading goal/record on <i>Reading Graph</i> ; set behavior goal/record on <i>Behavior Graph</i> .
3	Prompt <i>READ</i> expectations (before first reading).
4	Implement <b>first timed reading</b> 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 <i>READ</i> expectations before modeling.
8	Demonstrate fluent reading of the passage (modeling), with interspersed student reading.
9	Prompt <i>READ</i> expectations (before second reading).
10	Implement <b>second timed reading</b> 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 <i>READ</i> expectations (before third reading).
15	Implement <b>third timed reading</b> 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>I CAN READ</i> card.



## Implementation Self-Guide (for small group)

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