

▲ YELLOW TRIANGLE READING ROOM ▲

INSTRUCTIONS FOR COMPLETION

The Yellow Triangle reading room is designed for students who are at the 4th Grade reading level. Students should be assigned to the Yellow Triangle reading room if during Step 1: Reading Room Placement, Assessment 4 was the highest assessment level for which the accuracy criteria was met.

Materials Needed for Room Completion – Have a separate copy for each student.

1. Completion Checklist (page 2 below).
2. Lesson Materials for Teacher's Use (pages 3-51 below).
3. Lesson Materials for Student's Use (pages 52-88 of Yellow Triangle Manual-Based Completion – Student Forms).
4. A stopwatch or timer (set to 1 minute).

Procedures for Room Completion

The Yellow Triangle reading room contains 12 lessons that progress in difficulty from Lessons 1 to 12. Each lesson consists of 3 parts (A, B, C) of equal difficulty. Complete the Yellow Triangle room as follows:

- Always start with Lesson 1 and work sequentially through Lesson 12.
- Always start with Part A of each lesson and work sequentially through Part C.

Each lesson can be completed in separate sessions, but the 3 parts of a lesson and its test should be completed in the same session as follows:

- ❑ Conduct each part (A, B, C) of the lesson as follows:
 - Slowly read the passage to the student from the Teacher Form while the student follows along on the Student Form.
 - Instruct the student to read the passage to you from the Student Form while you follow along on the Teacher Form (twice). Provide immediate error correction as the student reads.
 - Conduct the Word Recognition Quiz as instructed on the Teacher Form.
 - Conduct the Comprehension Quiz as instructed on the Teacher Form.
- ❑ After the student completes Part C of a lesson, conduct the lesson test. Follow the Curriculum-Based Measurement (CBM) procedures provided on the Teacher Form of the test.
- ❑ After the lesson test, complete the Completion Checklist (page 3) to determine the following:
 - If the student is ready to proceed to the next lesson in the room.
 - If the student must retry the lesson again.
 - If the student completes the same lesson twice without progressing to the next lesson, monitor the student while he/she completes the lesson a third time.
 - If after the third try the student does not progress, talk to the person who provided you with the intervention.

▲ YELLOW TRIANGLE READING ROOM ▲ COMPLETION CHECKLIST

Student: _____

Date Started: _____

Current Grade: (circle one) 1st 2nd 3rd 4th 5th

Date Completed: _____

LESSONS		PART A <small>Put a √ on line when finish A.</small>	PART B <small>Put a √ on line when finish B.</small>	PART C <small>Put a √ on line when finish C.</small>	TEST SCORE <small>Put the number of words read <i>correctly</i> in 1 minute.</small>	LESSON PROGRESS <small>Put a √ on the appropriate line.</small>	
						If Test Score is less than 100 words	If Test Score is 100 or more words,
SAMPLE	1 st try →	√	√	√	96	<input checked="" type="checkbox"/> retry this lesson	____ go to next lesson
	2 nd try →	√	√	√	102	____ retry this lesson	<input checked="" type="checkbox"/> go to next lesson
1	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 2
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 2
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 2
2	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 3
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 3
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 3
3	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 4
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 4
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 4
4	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 5
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 5
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 5
5	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 6
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 6
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 6
6	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 7
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 7
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 7
7	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 8
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 8
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 8
8	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 9
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 9
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 9
9	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 10
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 10
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 10
10	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 11
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 11
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 11
11	1 st try →	____	____	____	____	____ retry this lesson	____ go to lesson 12
	2 nd try →	____	____	____	____	____ retry this lesson	____ go to lesson 12
	3 rd try →	____	____	____	____	____ see note below*	____ go to lesson 12
12	1 st try →	____	____	____	____	____ retry this lesson	____ lesson complete!
	2 nd try →	____	____	____	____	____ retry this lesson	____ lesson complete!
	3 rd try →	____	____	____	____	____ see note below*	____ lesson complete!

*NOTE: If the student completes the same lesson twice without progressing to the next lesson, monitor the student while he/she completes the lesson a third time. If the student does not progress after the third try, talk to the person who gave you the intervention.

▲ YELLOW TRIANGLE READING ROOM ▲
**LESSON MATERIALS FOR
TEACHER'S USE**

**Make a separate copy of this section
(pages 4-51) for each student to be assessed.**

**Print Manual-Based Yellow Triangle Completion – Student Forms
and use the below materials in conjunction with the corresponding
Lesson Materials for Student's Use (pages 52-88).**

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 1 – Part A

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

School government elections have been all this week. I	9
am running for the office of president. I think	18
that I am the right type of person to hold this office. I	31
am quite smart, and I am not one of those people who put	44
themselves before others. My platform for the election was	53
one of equality. I want our school policies to treat	53
everyone equally. While I am school president, nobody will	72
receive preferential treatment. I feel that I am qualified	81
for this job. I have always been involved in the school,	92
and I wrote for the school paper. My campaign was an	103
exciting one. My friends and I have made posters and given	114
away homemade buttons. Election results will be announced	122
after lunch today. I cannot wait to hear who has won the	134
offices. I truly hope that I am the new president of our	146
great school.	148

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--------------------|---------------|----------------|---------------------|-------------------|
| 1. ___ incident | 2. ___ tie | 3. ___ might | 4. ___ myself | 5. X wrote |
| X president | ___ hype | ___ quit | X themselves | ___ wrong |
| ___ prediction | ___ typical | X quite | ___ ourselves | ___ wring |
| ___ presently | X type | ___ quick | ___ thermometer | ___ write |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|--|
| 1. What kind of buttons did I give away? | ___ yellow
___ store bought
X homemade
___ campaign |
| 2. When will the election results be announced? | ___ tomorrow
___ before lunch
X after lunch
___ third period |
| 3. I believe that I would make what kind of president? | ___ bad
___ lazy
___ school
X good |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 1 – Part B

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Carl is very excited because career for school day is	8
tomorrow. He hopes to get an interesting assignment. He	17
quickly scans the list looking for his name. He is	27
assigned to follow the president of the regional bank.	36
Carl is so happy, because nothing could be better then being	47
with a president. Carl began to imagine all of the things that he	60
will do tomorrow. He sees himself sitting in on important	70
business meetings at a fancy French restaurant. Maybe he	79
will get a personal assistant who will do tasks for him.	90
Carl hopes that he will be given an office of his own.	102
Future presidents need space of their own to conduct	112
important business. Carl feels that he is qualified for	120
this assignment because of his math scores. Math is	129
necessary for successful banking. His teacher couldn't	136
have made a better choice for bank president. Carl cannot	146
wait until he is bank president for the day. He truly	157
hopes that he has found his future job.	165

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ broke	2. X business	3. ___ could	4. ___ baby	5. ___ freak
___ brink	___ bottle	___ shouldn't	___ matter	___ X French
___ bath	___ success	___ X couldn't	___ mayday	___ freedom
___ X bank	___ busy	___ cold	___ X maybe	___ fence

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|----------------------|
| 1. What kind of restaurant does Carl see himself eating at? | ___ Italian |
| | ___ X French |
| | ___ pizza |
| | ___ fast food |
| 2. What is necessary for successful banking? | ___ lunch |
| | ___ money |
| | ___ reading |
| | ___ X math |
| 3. How does Carl feel about his assignment? | ___ X excited |
| | ___ nervous |
| | ___ worried |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

_____bored

TEACHER'S FORM
Yellow Triangle
Lesson 1 – Part C

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

For school I had to write a report about the President	11
of the United States. I wrote about the laws that he is	23
passing to help our nation. While studying the President,	32
I became very interested in his job. I began to wonder	43
about being President when I grow up. I think that I am	55
quite capable and would make a good president. I like to	66
speak in public, and I care about what happens to other	77
people. I would be the first female president. Our country	87
has never had a female president, and I feel that it is	99
time. I think that a girl can do anything a boy can do,	112
including being President of the Untied States. If I were	122
President, I wonder if my husband would be called the	132
First Man. At the end of my report on the President, I	144
wrote that someday I hope to continue the American	153
tradition of democracy and become President of our great nation.	163

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ record	2. ___ native	3. ___ meek	4. ___ hair	5. ___ thunder
___ reaper	___ ration	X speak	___ card	___ winter
X report	___ natural	___ speech	X care	X wonder
___ reform	X nation	___ streak	___ mare	___ under

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|---|
| 1. I wonder if my husband would be called what? | <input type="checkbox"/> First Husband
<input type="checkbox"/> First Guy
<input checked="" type="checkbox"/> First Man
<input type="checkbox"/> First Daddy |
| 2. Where do I like to speak? | <input type="checkbox"/> home
<input checked="" type="checkbox"/> public
<input type="checkbox"/> school
<input type="checkbox"/> private |
| 3. What am I? | <input type="checkbox"/> boy
<input checked="" type="checkbox"/> girl
<input type="checkbox"/> president
<input type="checkbox"/> teacher |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 1 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

For school I had to write a report about the President	11
of the United States. I wrote about the laws that he is	23
passing to help our nation. While studying the President,	32
I became very interested in his job. I began to wonder	43
about being President when I grow up. I think that I am	55
quite capable and would make a good president. I like to	66
speak in public, and I care about what happens to other	77
people. I would be the first female president. Our country	87
has never had a female president, and I feel that it is	99
time. I think that a girl can do anything a boy can do,	112
including being President of the United States. If I were	122
President, I wonder if my husband would be called the	132
First Man. At the end of my report on the President, I	144
wrote that someday I hope to continue the American	153
tradition of democracy and become President of our great nation.	163

Student: _____	Date: _____
Number of words read <u>correctly</u> in 1 minute	= _____ <small>Copy score onto the student's Completion Checklist.</small>

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 2 – Part A

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

It was a cool crisp day in the summer month of June. My	13
dad was going on a fishing rodeo with a bunch of his	25
friends. It was located in a lake off the coast of Grande	37
Isle. The men split up into three teams and tried to catch	49
the largest fish. They competed against hundreds of other	58
competitors to see who can catch the largest fish. It was a	70
three-day event, and after each day the fish that were	80
caught were placed on a scale to calculate the amount of	91
pounds that they weighed. At the end of the competition, the	102
team with the heaviest fish wins. My dad's team won this	113
year with a fish that weighed thirty-eight pounds. That	122
equals the weight of my little sister, Megan. That must	132
have been hard work. They had a lot of fun.	142

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---------------|----------------|-----------------|--------------------|-----------------|
| 1. ___ look | 2. ___ scold | 3. ___ mouse | 4. <u>X</u> pounds | 5. ___ equate |
| <u>X</u> lake | ___ skill | ___ mount | ___ rounds | ___ equity |
| ___ lame | ___ scam | <u>X</u> amount | ___ pounce | <u>X</u> equals |
| ___ make | <u>X</u> scale | ___ among | ___ mounds | ___ equip |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What month was it?
- ___ July
___ January
X June
___ May
2. How many pounds did my dad's fish weigh?
- X thirty-eight
___ forty-eight
___ thirty-five
___ twenty-eight
3. Whose fish was the largest?
- ___ my sister's
___ my friend's
X my dad's
___ mine

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 2 – Part B

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

It was a hot humid day in the spring month of April. My	13
brother was going on a fishing trip with a large group of	25
his friends. It was located in a lake off the coast of	37
Grande Isle. The men split up into four teams and tried to	49
catch a giant fish. They competed against thousands of	58
other competitors to see who can catch the largest fish.	68
It was a seven-day event, and after each day the fish that	80
were caught were placed on a scale to calculate how much	91
they weighed. They were allowed to catch all sorts of fish	102
such as bass, flounders, and catfish. At the end of the	113
week, the team with the largest fish wins. My brother's	123
team won this year with a fish that weighed fifty pounds.	134
That equals the weight of my little cousin, Debbie. I bet	145
that was hard work to catch. They had a lot of fun.	157

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ sprung	2. ___ coats	3. ___ seems	4. <u>X</u> caught	5. ___ fetch
<u>X</u> spring	___ toast	___ beams	___ sought	___ chat
___ sprang	<u>X</u> coast	___ teens	___ coughs	<u>X</u> catch
___ string	___ boast	<u>X</u> teams	___ bought	___ patch

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What season was it?
- ___ summer
 ___ winter
X spring
 ___ fall
2. What was used to weigh the fish?
- ___ pounds
 ___ weight
 ___ towel
X scale
3. What did my brother do first?
- X fish
 ___ win
 ___ calculate
 ___ weigh

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 2 – Part C

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

It was a cloudy humid day in the summer month of July.	12
My uncle was going fishing with a group of his co-workers.	23
They went to a place that was located in the ocean off the coast of the Gulf of Mexico. The men split up into ten	36
teams and tried to catch a giant fish. They competed	48
against their whole entire company to see who can catch	58
the largest fish. It was a five-day event, and after each	68
day the fish that were caught were placed on a scale to	79
calculate their weight. They could catch all sorts of	91
fish, such as bass, salmon, and redfish. At the end of the	100
trip, the team with the biggest and fattest fish wins. My	112
uncle's team lost this year, but they caught a fish that	123
weighed twenty pounds. That weight is the same as my cat,	134
Spot. They must have been hard at work and had a lot of	145
fun doing it.	158
	161

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--------------------|--------------------|---------------------|------------------|-------------------|
| 1. ___ aunt | 2. ___ whale | 3. ___ around | 4. ___ bat | 5. ___ most |
| ___ bungle | ___ X whole | ___ mound | ___ cut | ___ list |
| ___ X uncle | ___ mole | ___ abound | ___ cot | ___ X lost |
| ___ under | ___ while | ___ X amount | ___ X cat | ___ last |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--------------------------------------|-------------------------|
| 1. Where did they fish? | ___ party |
| | ___ X ocean |
| | ___ island |
| | ___ river |
| 2. What is my cat's name? | ___ Chip |
| | ___ Mot |
| | ___ X Spot |
| | ___ Dot |
| 3. Who did my uncle go fishing with? | ___ co-eds |
| | ___ co-relatives |
| | ___ co-education |
| | ___ X co-workers |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 2 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

It was a cloudy humid day in the summer month of July.	12
My uncle was going fishing with a group of his co-workers.	23
They went to a place that was located in the ocean off the	36
coast of the Gulf of Mexico. The men split up into ten	48
teams and tried to catch a giant fish. They competed	58
against their whole entire company to see who can catch	68
the largest fish. It was a five-day event, and after each	79
day the fish that were caught were placed on a scale to	91
calculate their weight. They could catch all sorts of	100
fish, such as bass, salmon, and redfish. At the end of the	112
trip, the team with the biggest and fattest fish wins. My	123
uncle's team lost this year, but they caught a fish that	134
weighed twenty pounds. That weight is the same as my cat,	145
Spot. They must have been hard at work and had a lot of	158
fun doing it.	161

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Completion Checklist.

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 3 – Part A

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Joey wanted to be a winner. He played all different	10
sports, striving to be a hero. He played soccer trying to	21
make the winning goal in every game. He played basketball	31
hoping to make the final three-pointer that brought his	40
team to victory. He played baseball attempting to make a	50
grand slam homerun that would bring the crowd to its feet	61
with excited cheers. He ran track because he wanted to	71
break the record in the hundred-yard dash. Joey even joined	81
the chess club hoping to win a medal for his school. Joey	93
worked extremely hard at all of his sports, and he got	104
better at mastering the difficult moves. Joey always	112
played and practiced very hard, but he never did win. In	123
all of his efforts, Joey forgot the most important key to	134
success. He forgot to have fun, and fun is the name of any game.	148

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|-----------------|--------------------|---------------|-----------------|-------------------|
| 1. ___ hopping | 2. ___ pranced | 3. ___ beam | 4. ___ jammed | 5. <u>X</u> crowd |
| ___ moping | <u>X</u> practiced | ___ teal | ___ pointed | ___ crazy |
| ___ coping | ___ practical | ___ tear | <u>X</u> joined | ___ crow |
| <u>X</u> hoping | ___ danced | <u>X</u> team | ___ coined | ___ crawl |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|--|
| 1. What did Joey hope to win when he joined the chess club? | <input type="checkbox"/> ribbon
<input type="checkbox"/> trophy
<input checked="" type="checkbox"/> medal
<input type="checkbox"/> cheers |
| 2. In which sport did Joey attempt to break the hundred-yard dash? | <input checked="" type="checkbox"/> track
<input type="checkbox"/> baseball
<input type="checkbox"/> volleyball
<input type="checkbox"/> rowing |
| 3. What did Joey want out of all of his sports? | <input type="checkbox"/> to lose
<input type="checkbox"/> to play
<input type="checkbox"/> to practice
<input checked="" type="checkbox"/> to win |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 3 – Part B

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Katie desired to be a winner. She participated in	9
numerous sports, trying to be a hero. She tried to make	20
the winning goal in every game while playing soccer. She	30
played basketball hoping to be the team captain and lead	40
her team to victory. She played baseball hoping to be the	51
one to make the catch that stops the other team's chance	62
to score. She wanted to bring everyone in the stadium to	73
their feet with excited cheers. She ran track because she	83
wanted the record in the hundred-yard dash to be broken by	94
someone at her school. Katie even joined the chess club	104
wanting to win a trophy for her school. Katie worked	114
extremely hard at getting better at mastering the	122
difficult moves. She always played and practiced very	130
hard, but she never won. In all of her efforts, Katie had	142
forgotten the most important key to success. She forgot to	152
have fun, and fun is the key element of any game.	163

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|----------------|------------------|----------------------|-----------------|--------------|
| 1. ___ cattle | 2. ___ caption | 3. <u>X</u> everyone | 4. ___ token | 5. ___ hey |
| <u>X</u> catch | ___ captivate | ___ everywhere | <u>X</u> broken | ___ keep |
| ___ match | <u>X</u> captain | ___ someone | ___ brittle | ___ see |
| ___ batch | ___ capital | ___ everyday | ___ brother | <u>X</u> key |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|--------------------|
| 1. Which other sport besides soccer, chess, basketball, and track did Katie play? | <u>X</u> baseball |
| | ___ sports |
| | ___ football |
| | ___ volleyball |
| 2. What did Katie always do very hard? | ___ cried |
| | ___ jumped |
| | <u>X</u> practiced |
| | ___ laughed |
| 3. Katie always played and practiced hard because she wanted to do what? | ___ sleep |
| | <u>X</u> win |
| | ___ eat |
| | ___ cry |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 3 – Part C

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Joey believes that he is a winner. He plays every	10
possible sport, trying to be a hero. He plays soccer and	21
tries to make the winning goal in every game. He plays	32
basketball hoping to make the final three-point shot that	42
will bring his team to victory. He plays baseball	51
attempting to make a grand slam homerun that will bring	61
the crowd to its feet with excited cheers. Because he	71
wants to break the record in the hundred-yard dash Joey runs	82
track. Joey is even joining the rowing team and hoping to win	94
a medal for his school. Joey works extremely hard at all	105
of his sports, and he is getting better at mastering the	116
increasingly difficult moves. Although Joey always	122
practices and plays very hard, he does not ever win.	133
In all of his efforts, Joey has forgotten the most	143
important key to success. He forgets to have fun, and fun	154
is the name of any game.	160

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|------------------|-----------------|-----------------------|-------------------|-------------------|
| 1. ___hound | 2. ___mowing | 3. ___extremely | 4. ___thought | 5. ___position |
| <u>X</u> hundred | <u>X</u> rowing | ___independent | <u>X</u> although | ___posture |
| ___house | ___running | <u>X</u> increasingly | ___through | <u>X</u> possible |
| ___thunder | ___rolling | ___decreasingly | ___altogether | ___impossible |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|-------------------|
| 1. When Joey plays sports he is trying to be a what? | ___loser |
| | <u>X</u> hero |
| | ___alone |
| | ___clown |
| 2. What does Joey forget to do? | ___sleep well |
| | ___eat well |
| | ___practice hard |
| | <u>X</u> have fun |
| 3. What should Joey do while playing sports? | ___grand slam |
| | ___homerun |
| | ___the moves |
| | <u>X</u> have fun |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 3 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Joey believes that he is a winner. He plays every	10
possible sport, trying to be a hero. He plays soccer and	21
tries to make the winning goal in every game. He plays	32
basketball hoping to make the final three-point shot that	42
will bring his team to victory. He plays baseball	51
attempting to make a grand slam homerun that will bring	61
the crowd to its feet with excited cheers. Because he	71
wants to break the record in the hundred-yard dash Joey runs	82
track. Joey is even joining the rowing team and hoping to win	94
a medal for his school. Joey works extremely hard at all	105
of his sports, and he is getting better at mastering the	116
increasingly difficult moves. Although Joey always	122
practices and plays very hard, he does not ever win.	133
In all of his efforts, Joey has forgotten the most	143
important key to success. He forgets to have fun, and fun	154
is the name of any game.	160

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Completion Checklist.</small>

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 4 – Part A

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Jennifer has always been fascinated with gardening, and she	9
loved to do it with her mother, Joanna. When Jennifer was	20
young she loved being outdoors, and she would dig in the	31
soil to play with doodlebugs and worms. She loved to watch	42
them squirm. She also loved to plant seeds that would	52
produce beautiful flowers such as roses and sunflowers,	60
but Jennifer's absolute favorites were tulips. One day,	68
Jennifer's mother was outside breaking the new soil to	78
plant numerous vegetables. Jennifer excitedly asked if she	85
could break the soil. Her mother agreed, and Jennifer	94
helped carefully plant carrots, cucumbers, tomatoes, and	101
squash. Jennifer went out everyday to water and clean the	111
area for her new plants. After four weeks, Jennifer saw a	122
result. A dozen little green tomatoes started to form, as	132
well as some squash and cucumbers. Jennifer had taken	141
great care of her vegetables. Jennifer loved to garden and	151
hoped to have her own fabulous garden one day.	160

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ harden	2. ___ seems	3. ___ sold	4. X break	5. X clean
___ garnet	X seeds	___ moil	___ broke	___ claim
X garden	___ needs	___ toil	___ steak	___ preen
___ laden	___ mends	X soil	___ stake	___ cream

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. A dozen of what started to form in the garden?
- ___ cucumbers
___ peas
___ squash
X tomatoes
2. What are Jennifer's favorite flowers?
- ___ daisies
X tulips
___ sunflowers
___ roses
3. What would Jennifer likely plant in her own garden?
- ___ indigo
___ apples
X vegetables
___ cotton

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 4 – Part B

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Todd has always been fascinated with gardening, and he	9
loved to do it with his father, Timothy. When Todd was	20
young he loved being outside, and he would dig a hole in	32
the soil to play with worms and snails. He also loved to	44
plant seeds that would produce awesome flowers such as	53
sunflowers, but Todd's absolute favorites were tulips. One	61
time, a tulip grew over one foot tall. One day, Todd's	72
father was outside breaking the new soil to plant several	82
tasty fruits. Todd excitedly asked if he could drop the	92
seeds. His father agreed and allowed his son to help	102
carefully plant lemons, apples, watermelons, and mandarin	109
oranges. Todd went out everyday to water, care for, and	119
look over the area for his new fruit plants. After six	130
weeks Todd saw a result, a dozen little green watermelons	140
starting to form. Todd loved to garden, and he hoped to	151
have a garden of his own one day.	159

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ inside	2. ___ sod	3. ___ mole	4. <u>X</u> grew	5. ___ boot
___ outdoors	<u>X</u> son	___ hold	___ true	___ fort
<u>X</u> outside	___ ton	___ pole	___ brew	<u>X</u> foot
___ beside	___ pun	<u>X</u> hole	___ grow	___ feet

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Who did Todd do his gardening with?
- ___ mother
___ brother
X father
___ sister
2. What did Todd play with when he dug a hole in the soil?
- ___ snails and bugs
X snails and worms
___ worms and bees
___ worms and bugs
3. What did Todd grow besides flowers?
- X fruits
___ lilac
___ vegetables
___ cotton

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 4 – Part C

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

My grandma has always been fascinated with gardening,	8
and she loved to do it with her child, Grace. When Grandma	20
was young she loved being outside in the yard, and she	31
would dig a hole in the soil and stick her feet in it. She	45
also loved to plant seeds that would produce gorgeous	54
flowers such as daisies, but Grandma's absolute favorites	62
were roses. One time, a rose grew to be over six feet tall.	75
One day, Grandma wanted to build a fruit and vegetable box	86
to plant seeds in. Grandma allowed her daughter, Grace, to	96
help carefully plant peaches, carrots, watermelons, and	103
cucumbers. Grandma went out everyday to water and look	112
over the area for her new fruit plants. After six weeks,	123
Grandma saw a result. A dozen little yellow peaches	132
started to climb up the wire. Grandma loved to garden,	142
and she hoped to have ten gardens one day.	151

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ chill	2. ___ hard	3. ___ ware	4. ___ bulk	5. X care
___ mild	___ yeon	___ wore	X build	___ stare
X child	___ year	X wire	___ hill	___ card
___ cider	X yard	___ tire	___ guild	___ ware

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Where did Grandma stick her feet?	___ bucket
	___ tub
	___ trap
	X hole
2. Which fruit grew up a wire?	___ plum
	X peach
	___ apple
	___ pomegranate
3. What did Grandma plant before the fruits and vegetables?	___ trees
	___ bushes
	X flowers
	___ weeds

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 4 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

My grandma has always been fascinated with gardening,	8
and she loved to do it with her child, Grace. When Grandma	20
was young she loved being outside in the yard, and she	31
would dig a hole in the soil and stick her feet in it. She	45
also loved to plant seeds that would produce gorgeous	54
flowers such as daisies, but Grandma's absolute favorites	62
were roses. One time, a rose grew to be over six feet tall.	75
One day, Grandma wanted to build a fruit and vegetable box	86
to plant seeds in. Grandma allowed her daughter, Grace, to	96
help carefully plant peaches, carrots, watermelons, and	103
cucumbers. Grandma went out everyday to water and look	112
over the area for her new fruit plants. After six weeks,	123
Grandma saw a result. A dozen little yellow peaches	132
started to climb up the wire. Grandma loved to garden,	142
and she hoped to have ten gardens one day.	151

Student: _____ Date: _____
Number of words read correctly in 1 minute = _____ <small>Copy score onto the student's Completion Checklist.</small>

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 5 – Part A

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Keith loved music, especially rock music. In their	8
garage, Keith and his older brother, Kevin, would pretend	17
that they were famous musicians from England giving a	26
concert. They used broomsticks as microphones and sang	34
along with the radio. While Kevin used garbage cans as	44
drums, Keith strummed his tennis racquet to imitate a	53
guitar. Keith wanted a real guitar some day, and he dreamt	64
of becoming a rock star. On his tenth birthday, Keith had	75
a party with all of his friends. When he opened the	86
present from Kevin and his parents, he ripped off the	96
wrapping paper and shouted out excitedly when he saw what	106
was underneath. It was a guitar. It wasn't just a toy for	118
little kids, but a real guitar like the ones rock	128
stars have, and it was gold. Delighted, Keith hugged his	138
new guitar and named it Big Gold. Then, he jumped up on	150
the table, smiled, and gave his friends a live concert.	160

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---------------|------------------|-----------------|------------------|-----------------|
| 1. ___ golf | 2. ___ showed | 3. ___ skipped | 4. ___ Ernest | 5. ___ jumbled |
| ___ mold | <u>X</u> shouted | ___ snipped | ___ Emanuel | ___ pumped |
| ___ told | ___ scooted | <u>X</u> smiled | ___ English | <u>X</u> jumped |
| <u>X</u> gold | ___ shooter | ___ smirked | <u>X</u> England | ___ jammed |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|-------------------|
| 1. Where did Keith and Kevin pretend to be famous musicians? | ___ party |
| | ___ stage |
| | ___ school |
| | <u>X</u> garage |
| 2. On which birthday did Keith get his guitar? | ___ fifth |
| | ___ twelfth |
| | <u>X</u> tenth |
| | ___ twentieth |
| 3. What would Keith like to become when he grows up? | ___ teacher |
| | ___ lawyer |
| | ___ doctor |
| | <u>X</u> musician |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 5 – Part B

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Carrie loved music, especially country music. In her	8
bedroom, Carrie and her two sisters, Amy and Jen, would	18
pretend that they were famous blue grass and country	27
musicians giving a concert. They used hairbrushes as	35
microphones and sang along with their tapes. While Carrie	44
used pillows as drums, Amy and Jen strummed their tennis	54
racquets with their fingers to imitate a guitar. Amy	63
wanted a real guitar some day, and she dreamt of having	74
one with her own design on it. When Amy reached the age of	87
eleven, she had a party with all of her friends. When she	99
opened the present from Carrie and Jen, she shouted out	109
excitedly when she saw a white guitar with clouds on it.	120
It was a real guitar, just like the ones famous country	131
stars have. Elated, Amy held her new guitar and named it	142
White Cloud. Then, she jumped up on the counter and gave	153
her friends and family a live concert.	160

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|----------------|------------------|--------------------|--------------|-----------------|
| 1. ___ brass | 2. ___ hinders | 3. <u>X</u> design | 4. ___ ego | 5. ___ clowns |
| ___ trash | <u>X</u> fingers | ___ dessert | ___ ace | ___ clothes |
| <u>X</u> grass | ___ finders | ___ desert | <u>X</u> age | ___ closes |
| ___ grasp | ___ lingers | ___ resign | ___ ear | <u>X</u> clouds |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|-----------------|
| 1. Who played the drums on pillows? | ___ Jen |
| | ___ Carmen |
| | ___ Amy |
| | <u>X</u> Carrie |
| 2. What was the design on the guitar? | ___ stars |
| | ___ clowns |
| | <u>X</u> clouds |
| | ___ moons |
| 3. How might the sisters describe there times pretending to play instruments? | ___ scary |
| | <u>X</u> fun |
| | ___ boring |
| | ___ lazy |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Yellow Triangle Lesson 5 – Part C</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Tyrone loved music, especially the dynamic sound of	8
rhythm and blues music. With his incredible imagination,	16
Tyrone and his brother, Michael, would pretend that they	25
were famous rhythm and blues musicians. They used	33
broomsticks as microphones and sang along with the	41
television. They would pretend that they were performing	49
on a stage for a stadium filled with thousands of people.	60
While Tyrone used his baseball bat as a guitar, Michael	70
used large pots and pans as drums. Michael wanted some real	81
drums for his birthday. When Michael reached the age of	91
twelve, he had a gigantic birthday party with all of his	102
friends. When he opened the present from Tyrone and his	112
parents, he shouted out with surprise when he saw a drum	123
set with a sketch on it. It was a fire truck. It was	136
exactly like a famous musician's drum set. Elated, Michael	145
started to play his new drum set and named it Speedy Engine	157
Then, he jumped up, smiled, and gave his friends and family	168
a live concert.	171

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ surmise	2. ___ seedy	3. ___ eagle	4. ___ fabulous	5. ___ presents
<u> X </u> surpass	___ steady	___ angle	___ furnace	___ premise
___ surprise	___ steely	<u> X </u> engine	<u> X </u> famous	<u> X </u> present
___ syrup	<u> X </u> speedy	___ enigma	___ fortune	___ peasant

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---------------------------------------|---------------------------|
| 1. What was sketched on the drum set? | ___ train engine |
| | ___ police car |
| | <u> X </u> fire engine |
| | ___ car engine |
| 2. What did Tyrone use as a guitar? | ___ golf club |
| | ___ tennis racquet |
| | ___ broom stick |
| | <u> X </u> baseball bat |
| 3. Where did they want to perform? | ___ bed |
| | <u> X </u> stadium |
| | ___ gym |
| | ___ garage |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 5 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Tyrone loved music, especially the dynamic sound of	8
rhythm and blues music. With his incredible imagination,	16
Tyrone and his brother, Michael, would pretend that they	25
were famous rhythm and blues musicians. They used	33
broomsticks as microphones and sang along with the	41
television. They would pretend that they were performing	49
on a stage for a stadium filled with thousands of people.	60
While Tyrone used his baseball bat as a guitar, Michael	70
used large pots and pans as drums. Michael wanted some real	81
drums for his birthday. When Michael reached the age of	91
twelve, he had a gigantic birthday party with all of his	102
friends. When he opened the present from Tyrone and his	112
parents, he shouted out with surprise when he saw a drum	123
set with a sketch on it. It was a fire truck. It was	136
exactly like a famous musician's drum set. Elated, Michael	145
started to play his new drum set and named it Speedy Engine	157
Then, he jumped up, smiled, and gave his friends and family	168
a live concert.	171

<p>Student: _____ Date: _____</p> <p style="text-align: center;">Number of words read <u>correctly</u> in 1 minute = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
--

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Yellow Triangle Lesson 6 – Part A</p>
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- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I am Detective Harry Brown. I am employed with the	10
police department in the village of West Wagon. We	19
recently received some astounding information about a	26
woman who was in serious trouble. She had been robbed, and	37
numerous items from her home were stolen such as cars,	47
jewelry, and televisions. It was up to me to solve this	58
crime. I have been on the job for ten years and have seen	71
nothing like this. When I arrived at the woman's home, I	82
looked around for any hard evidence that could be used to	93
find a suspect. When I began to investigate, I found a	104
mysterious wallet on the floor. I opened it, and found the	115
name of Vinnie Rotten. He must have dropped his wallet	125
when he committed this crime. We ransacked his home and	135
found all of the woman's missing possessions. He was	144
arrested, and he later confessed to the crime. Another case	154
solved by the amazing Detective Harry Brown.	161

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ broom	2. ___ glove	3. ___ illation	4. ___ human	5. X trouble
___ brook	___ soles	___ relaxation	X woman	___ bubble
___ frown	X solve	X information	___ wonder	___ trombone
X brown	___ tulle	___ pupation	___ wombat	___ bumble

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What did Detective Brown find on the floor?	___ card
	___ paper
	X wallet
	___ book
2. How many years has Detective Harry Brown been working?	___ twelve
	___ six
	___ twenty
	X ten
13. What did Vinnie Rotten do after he was arrested?	___ run
	X confess
	___ cry
	___ hide

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 6 – Part B

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

I am Detective Africa Shelby. I am employed with a	10
private detective agency in the desert village of Dry	19
Palms. We recently received some information about a child	28
who was in big trouble. He had been mugged, and numerous	39
items from his pocket were stolen such as candy, money,	49
and toys. It was up to me to solve this crime. I have	62
been on the job for five years, and I have not seen anything	75
like this. When I arrived at the scene of the crime, I	87
looked around for any evidence that could be used to find	98
a culprit. When I began to investigate, I found a picture	109
on the cement. It led me to Victoria Badseed. She must	120
have dropped her picture when she committed this crime. We	130
paid a visit to her home, and found all of the child's	142
things. She was arrested, and she later confessed to the	151
crime. Another case solved by Detective Africa Shelby.	159

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---|--|---|---|--|
| 1. <input checked="" type="checkbox"/> Africa | 2. <input type="checkbox"/> discern | 3. <input type="checkbox"/> chirm | 4. <input type="checkbox"/> licit | 5. <input type="checkbox"/> carp |
| <input type="checkbox"/> Apple | <input type="checkbox"/> denser | <input type="checkbox"/> chill | <input checked="" type="checkbox"/> visit | <input type="checkbox"/> cast |
| <input type="checkbox"/> Asia | <input checked="" type="checkbox"/> desert | <input checked="" type="checkbox"/> child | <input type="checkbox"/> vises | <input type="checkbox"/> mace |
| <input type="checkbox"/> Affirm | <input type="checkbox"/> design | <input type="checkbox"/> piled | <input type="checkbox"/> limit | <input checked="" type="checkbox"/> case |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|---|
| 1. What did Detective Shelby find on the cement? | <input type="checkbox"/> wallet |
| | <input type="checkbox"/> card |
| | <input type="checkbox"/> person |
| | <input checked="" type="checkbox"/> picture |
| 2. What was stolen from the child? | <input type="checkbox"/> hair |
| | <input checked="" type="checkbox"/> toys |
| | <input type="checkbox"/> shoes |
| | <input type="checkbox"/> hair |
| 3. What kind of person in Victoria Badseed? | <input checked="" type="checkbox"/> bad |
| | <input type="checkbox"/> honest |
| | <input type="checkbox"/> happy |
| | <input type="checkbox"/> nice |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 6 – Part C

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

I am Police Officer Daniel Metal. I am a member of the	12
police department in the hills and valleys of east	21
Louisiana. We have received a report about a man who was	32
in a major jam. He had been held captive, and numerous	43
items from his home were stolen such as jewelry,	52
furniture, and other valuables. It was up to me to solve	63
this crime. I have been on the job for seven years, and I	76
have not seen anything like this. When I arrived at the scene	88
of the crime, I looked throughout the house for any hard	99
evidence. When I began to investigate, I found a	108
fingerprint in some dust. It led me to Bobby Nogood. He	119
must have not used gloves when committing this crime. We	129
paid a visit to his home and found all the missing	140
possessions. He was then arrested. Another case solved by	149
Officer Daniel Metal.	152

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ earn	2. <u>X</u> hills	3. ___ vales	4. ___ meaty	5. ___ lid
___ west	___ hulls	___ galley	<u>X</u> metal	<u>X</u> led
<u>X</u> east	___ halls	___ valet	___ mated	___ bed
___ eats	___ mills	<u>X</u> valley	___ mead	___ lad

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What was found in the dust?
- ___ footprint
 ___ handprint
X fingerprint
 ___ head print
2. How many years has Officer Daniel Metal been working at this job?
- X seven
 ___ sixteen
 ___ ten
 ___ six
3. What does Bobby Nogood do for a living?
- ___ teach
 ___ read
 ___ solve
X crime

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 6 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I am Police Officer Daniel Metal. I am a member of the	12
police department in the hills and valleys of east	21
Louisiana. We have received a report about a man who was	32
in a major jam. He had been held captive, and numerous	43
items from his home were stolen such as jewelry,	52
furniture, and other valuables. It was up to me to solve	63
this crime. I have been on the job for seven years, and I	76
have not seen anything like this. When I arrived at the scene	88
of the crime, I looked throughout the house for any hard	99
evidence. When I began to investigate, I found a	108
fingerprint in some dust. It led me to Bobby Nogood. He	119
must have not used gloves when committing this crime. We	129
paid a visit to his home and found all the missing	140
possessions. He was then arrested. Another case solved by	149
Officer Daniel Metal.	152

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Completion Checklist.

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 7 – Part A

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

In Tara's science class this week, they have been	9
studying amphibians. At the end of the week, as a	19
concluding biology activity, the students are going to	27
perform a dissection. Tara's class gets to dissect toads.	36
On Friday, the teacher distributes one instrument kit and	45
one toad per person. Tara's toad was so incredibly tiny,	55
it was smaller than anyone else's toad. The teacher's	64
beginning instructions were to describe the toad's skin	72
using all their senses, except taste. Tara couldn't bring	81
herself to handle the toad. Just then, some other students	91
in the class began to goof around with their toads. The	102
teacher told the students that if they could not control	112
themselves, she would remove all the toads. One student	121
continued to misbehave, and the teacher picked up all the	131
toads. Their new assignment was to label and color a	141
worksheet. Tara was secretly pleased that the toads were	150
gone. She did not really want to dissect a toad.	160

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--------------|------------------|---------------|------------------|-------------------|
| 1. ___ poor | 2. <u>X</u> tiny | 3. ___ kin | 4. ___ corner | 5. ___ won't |
| ___ stir | ___ tone | ___ skate | ___ counter | <u>X</u> couldn't |
| ___ her | ___ till | <u>X</u> skin | <u>X</u> control | ___ can't |
| <u>X</u> per | ___ time | ___ bin | ___ condition | ___ didn't |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What has Tara's class been studying this week in science?
- ___ people
 ___ bears
 ___ mammals
X amphibians
2. How many toads does each student get?
- ___ four
X one
 ___ six
 ___ two
3. How did Tara feel about having to dissect a toad?
- ___ glad
 ___ happy
X upset
 ___ sleepy

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 7 – Part B

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

In science class this week, Tara's class has been	9
studying amphibians. As a concluding biology activity, the	17
students are going to perform a dissection at the end of	28
the week. The class is going to get to dissect toads.	39
After lunch, the teacher will distribute the instruments to	48
each person. The toads are in a terrarium in the	58
classroom. Before the students get to dissect the toads,	67
they have to observe live toads. While the teacher is	77
explaining the scalpel and the correct way to use it,	87
there is a loud crash. Someone had knocked over the toads,	98
and all the toads were free. The entire class began to	109
laugh hysterically. The teacher shouted for quiet. Nobody	117
would confess to freeing the toads, so the teacher gave the	128
entire class an alternate assignment. They have to do a	138
worksheet instead. Tara is thrilled, even though she did	147
not have the guts to free the toads, she is glad somebody did.	160

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz: For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.**

- | | | | | |
|--|--|---|---|---|
| 1. <input checked="" type="checkbox"/> someone | 2. <input type="checkbox"/> freak | 3. <input type="checkbox"/> lake | 4. <input type="checkbox"/> indoors | 5. <input type="checkbox"/> quite |
| <input type="checkbox"/> somebody | <input type="checkbox"/> frame | <input checked="" type="checkbox"/> laugh | <input type="checkbox"/> inside | <input checked="" type="checkbox"/> quiet |
| <input type="checkbox"/> something | <input checked="" type="checkbox"/> free | <input type="checkbox"/> late | <input type="checkbox"/> steady | <input type="checkbox"/> quit |
| <input type="checkbox"/> anyone | <input type="checkbox"/> flea | <input type="checkbox"/> lame | <input checked="" type="checkbox"/> instead | <input type="checkbox"/> quilt |

- **Comprehension Quiz: For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.**

1. What is the class going to get to dissect?
- rats
 chickens
 toads
 snails
2. What are the toads in while in the classroom?
- terrarium
 bag
 jar
 desk
3. Why didn't Tara free the toads?
- did not want to
 did not care
 liked toads
 not brave enough

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Yellow Triangle Lesson 7 – Part C</p>
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- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

You won't believe what occurred in science class this	9
afternoon! You know how we have been studying amphibians?	18
We were supposed to dissect a toad today, but it didn't	29
happen. All the excitement began after lunch. We had just	39
received our instrument kits from Mrs. Walker, and she was	49
explaining the proper method for using a scalpel when	58
everything started. We all jumped when we heard a	67
tremendous crash. We turned around to see that someone had	77
pushed the terrarium full of toads to the floor. The girls	88
were simply horrified, and the boys were laughing	96
hysterically. There were escaping toads everywhere. When	103
everything settled down, Mrs. Walker gave us an alternate	112
assignment. We had to copy notes off of the overhead	122
projector while she caught the toads. The assignment was	131
boring, but it was sure worth it to see all those toads	143
hopping around the classroom. What's that, Mom? You think	152
I'm the one who freed the toads? Well guess what? I'll	163
never tell.	165

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ revealed	2. <u>X</u> floor	3. ___ putt	4. ___ meeting	5. <u>X</u> copy
___ sieve	___ door	___ pulled	<u>X</u> method	___ cop
<u>X</u> received	___ flood	___ bush	___ matter	___ coat
___ return	___ flour	<u>X</u> pushed	___ metal	___ cone

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. When did the excitement begin?
- ___ at home
 ___ before lunch
 ___ during recess
X after lunch
2. What did we have to do for our alternate assignment?
- X copy notes
 ___ watch TV
 ___ read book
 ___ wash windows
3. Who am I telling my story to?
- ___ my dad
 ___ my sister
X my mom
 ___ my friend

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 7 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

You won't believe what occurred in science class this	9
afternoon! You know how we have been studying amphibians?	18
We were supposed to dissect a toad today, but it didn't	29
happen. All the excitement began after lunch. We had just	39
received our instrument kits from Mrs. Walker, and she was	49
explaining the proper method for using a scalpel when	58
everything started. We all jumped when we heard a	67
tremendous crash. We turned around to see that someone had	77
pushed the terrarium full of toads to the floor. The girls	88
were simply horrified, and the boys were laughing	96
hysterically. There were escaping toads everywhere. When	103
everything settled down, Mrs. Walker gave us an alternate	112
assignment. We had to copy notes off of the overhead	122
projector while she caught the toads. The assignment was	131
boring, but it was sure worth it to see all those toads	143
hopping around the classroom. What's that, Mom? You think	152
I'm the one who freed the toads? Well guess what? I'll	163
never tell.	165

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Completion Checklist.

▶ **Go to the Completion Checklist** ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Yellow Triangle Lesson 8 – Part A</p>
--

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Every summer my family and I take a vacation. This year	11
we have decided to drive across the United States. We have	22
named our trip the "Williamson's Cross Country Road Trip"	30
and will write it in shoe polish on the back of our sports	43
utility vehicle. When we start out we do not know where we	55
will go. We just decided to head east. We want to visit	67
the snow-covered mountains in the Rockies and all the	76
national monuments in between. We are going to save money	86
by camping in national parks and having picnics in fields	96
of wild flowers. My dad says that if we travel far enough	108
east we will run out of road. I say that sounds like a	121
great adventure, let's drive until we cannot drive any	130
farther. My mom laughs and tells us that we are insane,	141
but we don't listen. When we finally reach the East Coast,	152
we are going to New York City to see the Statue of Liberty.	165

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ dive	2. ___ crazy	3. ___ bow	4. ___ natural	5. ___ strip
<input checked="" type="checkbox"/> drive	___ caress	___ snail	<input checked="" type="checkbox"/> national	___ clip
___ hive	___ boss	<input checked="" type="checkbox"/> snow	___ rational	___ trap
___ drove	<input checked="" type="checkbox"/> cross	___ know	___ normal	<input checked="" type="checkbox"/> trip

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. When do my family and I take a vacation?
- winter
 March
 summer
 fall
2. Where are we going to camp?
- in the car
 rest areas
 hotels
 national parks
3. On what coast is the Statue of Liberty?
- South
 North
 East
 West

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 8 – Part B

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Last Mardi Gras my family and I went on a wonderful	11
vacation. We drove across the United States. We named	20
ourselves the "Williamson's cross-country road explorers"	26
and wrote it in shoe polish on the back of our sports	38
utility vehicle. When we began our journey we had no clue	49
as to where we were going, we just decided to head east.	61
We wanted to experience the snow-capped mountains in the	70
Rockies and all the national monuments in between. We	79
saved money by pitching tents and sleeping in national	88
parks. We had picnics in fields of prairie flowers. My dad	99
told us that if we traveled far enough east, we would run	111
out of interstate, which is exactly what we did. We drove	122
until we reached the East Coast. We followed the coast to	133
New York City to see the Statue of Liberty. I climbed all	145
the way to the crown and gazed out. It felt like I could	158
see everything in the world.	163

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|-------------------|---------------|---------------------|---------------------|----------------|
| 1. ___ weeping | 2. ___ least | 3. ___ everywhere | 4. <u>X</u> climbed | 5. ___ safe |
| <u>X</u> sleeping | ___ neat | ___ things | ___ crawled | ___ state |
| ___ sleeting | ___ eat | ___ nothing | ___ cliff | <u>X</u> saved |
| ___ slipping | <u>X</u> east | <u>X</u> everything | ___ limb | ___ said |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|------------------------|
| 1. What did we use to write our name on the back of our car? | <u>X</u> shoe polish |
| | ___ spray paint |
| | ___ toothpaste |
| | ___ crayons |
| 2. Where are the snow-capped mountains? | ___ national park |
| | ___ New York |
| | <u>X</u> Rockies |
| | ___ at home |
| 3. Why did we sleep in national parks? | ___ to sleep outside |
| | <u>X</u> to save money |
| | ___ to see nature |
| | ___ to see the stars |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 8 – Part C

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

My family and I take a vacation every summer. We	10
decided to travel across the United States this year. We	20
declared our trip the "Williamson's cross-country	26
exploration adventure" and wrote it in shoe polish on the	36
rear of our sports utility vehicle. We were driving	45
through the plains when the engine of our car died. It	56
just made a whoosh sound and quit. Dad glanced at the	67
dashboard to see if we needed gas. We had not run out of	80
gas, but Dad couldn't get the car started again. We needed	91
a mechanic, but in the middle of nowhere there was not a	103
mechanic to be found. As a result, we were really stuck.	114
Dad walked down the road trying to get a signal on his	126
cellular phone. When he finally got through, he called a	136
tow truck. We were dropped off in a village that had to be	149
at least a century old. We ended up spending our vacation	160
in that village.	163

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ trains	2. <u>X</u> village	3. ___ center	4. ___ resume	5. ___ got
___ plans	___ vitamin	___ cereal	<u>X</u> result	___ get
___ rain	___ villain	<u>X</u> century	___ insult	___ rash
<u>X</u> plains	___ victim	___ central	___ repair	<u>X</u> gas

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What died while we were in the plains?	___ bird
	___ plane
	<u>X</u> engine
	___ phone
2. Where did we spend our vacation?	___ highway
	___ mountains
	___ park
	<u>X</u> village
3. What saved us from being stuck on the road?	___ car battery
	<u>X</u> cellular phone
	___ car engine
	___ fishing pole

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 8 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

My family and I take a vacation every summer. We	10
decided to travel across the United States this year. We	20
declared our trip the "Williamson's cross-country	26
exploration adventure" and wrote it in shoe polish on the	36
rear of our sports utility vehicle. We were driving	45
through the plains when the engine of our car died. It	56
just made a whoosh sound and quit. Dad glanced at the	67
dashboard to see if we needed gas. We had not run out of	80
gas, but Dad couldn't get the car started again. We needed	91
a mechanic, but in the middle of nowhere there was not a	103
mechanic to be found. As a result, we were really stuck.	114
Dad walked down the road trying to get a signal on his	126
cellular phone. When he finally got through, he called a	136
tow truck. We were dropped off in a village that had to be	149
at least a century old. We ended up spending our vacation	160
in that village.	163

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Completion Checklist.</small>

▶ Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Yellow Triangle Lesson 9 – Part A</p>
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- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I have always wanted to be part of a mysterious and	11
exciting science experiment. My science teacher, who is	19
also a scientist, lets all of his courageous students have	29
a try at perfecting an experiment. There are many factors	39
in an experiment that must be followed out exactly as they	50
are written. If not, there might be a catastrophe, or even	61
worse, someone might get hurt. I conducted an experiment	70
that involved a gas and a solid. We had to read carefully	82
in our textbooks and follow the guidelines. We dropped the	92
solid into the gas, stirred, and a huge eruption occurred.	102
The person next to me completed the experiment wrong and	112
he was asked to leave the lab. I have tons of fun	124
performing science experiments. I hope to one day be a	134
scientist and help other students learn about science.	142

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--------------|------------------|-------------------|---------------------|---------------------|
| 1. ___ bass | 2. ___ tractors | 3. ___ studies | 4. ___ magnificent | 5. X exactly |
| ___ pass | X factors | ___ studious | ___ expedient | ___ extinct |
| ___ gasp | ___ factoids | X students | ___ expedite | ___ insanely |
| X gas | ___ actors | ___ rodents | X experiment | ___ easily |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What was used, besides a solid, in the experiment?
- liquid
 air
 gas
 water
2. What do you have to follow closely?
- factors
 tape
 board
 guidelines
3. If an experiment is conducted wrong, it is what?
- lazy
 silly
 dangerous
 funny

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 9 – Part B

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

I have always wanted to take part in a strange and	11
intriguing science experiment. My science teacher, Mr.	18
Nugent, lets all of his courageous students have a try at	29
performing a cool experiment. There are numerous factors	37
and laws that must be followed in an experiment. All	47
the rules must be followed correctly, right down to the	57
bottom line. If not, there might be a catastrophe, or even	68
worse, someone might get extremely injured. I conducted an	77
experiment that involved potent liquid and regular oxygen.	85
We had to read carefully in the dictionary of science to	96
complete this experiment correctly. We combined the liquid	104
and the oxygen. The clear liquid turned into blue foam	114
that was highly toxic. I have an exciting time performing	124
science experiments. I hope to one day be a scientist and	135
assist students in learning about science. Scientists have	143
a difficult and dangerous job. I really admire them.	152

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---------------|--------------------|------------------|--------------|---------------------|
| 1. ___ cold | 2. <u>X</u> bottom | 3. ___ ranger | 4. ___ low | 5. ___ direction |
| ___ colt | ___ bottle | <u>X</u> strange | ___ led | <u>X</u> dictionary |
| <u>X</u> cool | ___ rotten | ___ strength | ___ raw | ___ diction |
| ___ pool | ___ potter | ___ strong | <u>X</u> law | ___ visionary |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|------------------|
| 1. What color was the foam? | ___ purple |
| | <u>X</u> blue |
| | ___ red |
| | ___ green |
| 2. What kind of dictionary did we use? | ___ history |
| | ___ math |
| | <u>X</u> science |
| | ___ foam |
| 3. What is the first thing I did to conduct the experiment? | ___ combined |
| | <u>X</u> read |
| | ___ arranged |
| | ___ slept |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 9 – Part C

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

I have always wanted to take part in the science	10
experiment of the century. My science teacher, Mr.	18
Campbell, lets all of his daring students have a chance at	29
performing a cool experiment. There are numerous factors	37
and laws that must be followed in an experiment. All	47
the rules must be followed correctly, right down to the	57
bottom line. To keep from having a catastrophe, all human	67
skin must be covered from head to toe. No one is allowed	79
to touch the ingredients with bare hands. I conducted an	89
experiment that involved a rubber ball and a strong gas. We	99
had to read all the directions carefully to prevent an	109
explosion. We combined the gas and the ball. The clear	119
beaker turned into orange liquid, which was highly toxic.	128
I hope to one day be a scientist and assist students in	140
learning about science. Scientists have a difficult job. I	149
really admire them.	152

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--------------------|-------------------|----------------------|-------------------|--------------------|
| 1. ___ pouch | 2. ___ scum | 3. ___ country | 4. ___ heed | 5. ___ humid |
| <u> X </u> touch | ___ scan | ___ wintry | ___ dead | ___ humor |
| ___ mouth | ___ soon | <u> X </u> century | <u> X </u> head | ___ fuming |
| ___ truce | <u> X </u> skin | ___ entry | ___ pear | <u> X </u> human |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|---------------------|
| 1. What was involved in the experiment besides gas? | ___ car |
| | ___ bat |
| | ___ body |
| | <u> X </u> ball |
| 2. What must the ingredients never touch? | ___ hair |
| | <u> X </u> hands |
| | ___ house |
| | ___ animals |
| 3. How do I feel about scientists? | ___ ignore |
| | ___ don't care |
| | <u> X </u> admire |
| | ___ hate |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 9 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I have always wanted to take part in the science	10
experiment of the century. My science teacher, Mr.	18
Campbell, lets all of his daring students have a chance at	29
performing a cool experiment. There are numerous factors	37
and laws that must be followed in an experiment. All	47
the rules must be followed correctly, right down to the	57
bottom line. To keep from having a catastrophe, all human	67
skin must be covered from head to toe. No one is allowed	79
to touch the ingredients with bare hands. I conducted an	89
experiment that involved a rubber ball and a strong gas. We	99
had to read all the directions carefully to prevent an	109
explosion. We combined the gas and the ball. The clear	119
beaker turned into orange liquid, which was highly toxic.	128
I hope to one day be a scientist and assist students in	140
learning about science. Scientists have a difficult job. I	149
really admire them.	152

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Completion Checklist.

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 10 – Part A

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I have always wanted to travel where I would be living	11
in glitz and glamour. So, I decided to take the lengthy	22
drive to the bright lights and wealthy lifestyle of	31
Hollywood, California. The place you're prepared to become	39
a shining star. I am a struggling actress from the small	50
town of Wambat, with dreams of fame and riches. I took the	62
ride to pursue my dream of being an actress in motion	73
pictures. I would love to be able to wear expensive	83
designer clothing to award shows. I would like the fact	93
that people will fuss over little old me. I want to	104
experience the rush of being on camera and the praise you	115
get from your success. Although, I do not believe I am	126
prepared for the disappointment if my movie fails	134
miserably. Maybe when I am older, I will venture to take	145
the chance at a unique lifestyle. For now I am happy being myself.	158

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. <input checked="" type="checkbox"/> drive	2. <input type="checkbox"/> tear	3. <input type="checkbox"/> sight	4. <input type="checkbox"/> she'll	5. <input type="checkbox"/> rode
<input type="checkbox"/> drove	<input type="checkbox"/> wart	<input type="checkbox"/> brought	<input checked="" type="checkbox"/> you're	<input type="checkbox"/> rift
<input type="checkbox"/> drake	<input checked="" type="checkbox"/> wear	<input type="checkbox"/> brings	<input type="checkbox"/> we're	<input checked="" type="checkbox"/> ride
<input type="checkbox"/> thrive	<input type="checkbox"/> war	<input checked="" type="checkbox"/> bright	<input type="checkbox"/> you	<input type="checkbox"/> hide

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Where did I drive to?
- Holland
 Harperville
 Hahnville
 Hollywood
2. What kind of clothes do I want to wear?
- Dolly
 denim
 designer
 dapper
3. What kind of place is Wambat?
- exciting
 glamorous
 poor
 rich

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 10 – Part B

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

I have always wanted to travel to the opposite coast.	10
So, I decided to take the long drive to the lights and	22
rich city of Hollywood, California. This is the place	31
where you can become a giant star. I was a struggling	42
actress from the small village of Harper, with dreams of	52
fame and fortune. I took the trip to the coast to pursue	64
my dream of being an actress in a television series. I	75
would love to be able to dress in designer clothes and	86
sparkling jewelry. I want to experience the rush of being	96
on camera and the praise you get from a single success. I	108
do not, however, want to hear negative remarks. Maybe when	118
I am older and wiser, I will venture to take the chance of	131
a lifetime. For now I am happy just being myself.	141

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ court	2. ___ press	3. <u>X</u> trip	4. ___ mingle	5. ___ happen
<u>X</u> coast	___ dreams	___ trop	<u>X</u> single	___ nappy
___ cairn	<u>X</u> dress	___ flip	___ singer	___ sappy
___ boast	___ dross	___ trap	___ jingle	<u>X</u> happy

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Where am I from?	___ Hasden
	___ Pullet
	<u>X</u> Harper
	___ Harden
2. What kind of village is Harper?	___ large
	<u>X</u> small
	___ sparkling
	___ rich
3. What do I want to be?	___ boring
	___ failure
	<u>X</u> famous
	___ lazy

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 10 – Part C
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- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

I have always wanted to drive to the opposite coast.	10
So, I decided to take the drive to the lights and scenery	22
of Hollywood. California is the place where you can become	32
a giant star. I was a stressed actress from the city of	44
Harper, Ohio with dreams to make a name for myself. I took	56
the trip to the gorgeous plains to pursue my dream of	67
being an actress in a television series. I would love to	78
be able to dress in expensive clothes and not even worry	89
about the cost. I want to experience the thrill of being	100
an actress and the exposure you get from a box-office	110
movie. I do not, however, want to hear negative remarks	120
about me. Maybe when I am older and wise enough to choose	132
a path for my life, I will. For now I am happy just being myself.	147

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ cots	2. <u>X</u> choose	3. ___ miser	4. ___ drains	5. ___ octopus
___ cast	___ coast	___ herself	<u>X</u> plains	___ promise
<u>X</u> cost	___ chase	<u>X</u> myself	___ plants	<u>X</u> opposite
___ lost	___ loose	___ himself	___ trains	___ oppose

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Where am I from?	___ Maine
	___ Iowa
	<u>X</u> Ohio
	___ California
2. What kind of movie do I want to be in?	___ stage
	___ television
	___ bomb
	<u>X</u> box-office
3. How would I feel if I heard negative remarks about me?	___ famous
	___ happy
	<u>X</u> upset
	___ excited

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 10 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I have always wanted to drive to the opposite coast.	10
So, I decided to take the drive to the lights and scenery	22
of Hollywood. California is the place where you can become	32
a giant star. I was a stressed actress from the city of	44
Harper, Ohio with dreams to make a name for myself. I took	56
the trip to the gorgeous plains to pursue my dream of	67
being an actress in a television series. I would love to	78
be able to dress in expensive clothes and not even worry	89
about the cost. I want to experience the thrill of being	100
an actress and the exposure you get from a box-office	110
movie. I do not, however, want to hear negative remarks	120
about me. Maybe when I am older and wise enough to choose	132
a path for my life, I will. For now I am happy just being myself.	147

Student: _____	Date: _____
<p>Number of words read correctly in 1 minute</p>	<p>= _____</p> <p>Copy score onto the student's Completion Checklist.</p>

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Yellow Triangle Lesson 11 – Part A</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Sally wondered whether she would ever get to experience	9
the adrenaline rush of landing and walking on the moon.	19
Sally was only nine, but it was her dream to become an	31
astronaut and visit space. Sally begged her parents to	40
send her away to space camp in Texas. Her parents	50
hesitated, but agreed to Sally's wish, and for the summer	60
she was off to space camp. Sally roomed with a girl named	72
Katie, and they both shared the excitement of space. As	82
one of the exercises, the girls had to go to the	93
planetarium and learn about the distant planets and fiery	102
stars. Sally's favorite exercise was the incredible	109
gravity chamber. Sally floated to the extreme top of the	119
confined chamber, and she got to experience the weightlessness	128
of space. She wasn't even traumatized. After returning	136
home from a life changing experience, Sally still wanted	145
to become a skilled astronaut.	150

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ mean	2. ___ splash	3. ___ victim	4. ___ bugged	5. X nine
X moon	X space	___ pivot	___ mugged	___ none
___ moth	___ place	___ vivid	X begged	___ mine
___ soon	___ spade	X visit	___ legged	___ fine

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What was her favorite exercise?
- dance
 planetarium
 gravity chamber
 moonwalk
2. Who was Sally's roommate?
- Kathy
 Katie
 Kayla
 Karen
3. Where does Sally want to go when she grows up?
- school
 Texas
 office
 space

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 11 – Part B

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Nicholas wondered whether he would ever get the chance	9
to experience the adrenaline rush of flying in a	18
spaceship. Nicholas was only eleven, but it was his goal	28
in life to become an astronaut and fly into space.	38
Nicholas pleaded with his parents to send him away to	48
space camp in Maine. His parents hesitated, but agreed to	58
Nicholas's wish, and for the summer he was off to space	69
camp. Nicholas bunked with a boy named Charles, and they	79
both shared the enthusiasm about spaceships. One of the	88
exercises the boys had to attend was in an enormous	98
replica of a real United States spaceship, Apollo 13.	107
Nicholas's favorite exercise was the incredible pilot	114
lesson. Nicholas flew straight deep into space. It was the	124
most incredible experience of his life. After returning	132
home from a life changing experience, Nicholas could not	141
express what an amazing experience he had.	148

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ chimp	2. <u>X</u> real	3. ___ freight	4. ___ example	5. ___ lance
___ cart	___ ream	<u>X</u> straight	___ exile	<u>X</u> chance
<u>X</u> camp	___ reap	___ weight	___ impress	___ choose
___ lamp	___ deal	___ strength	<u>X</u> express	___ dance

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. The enormous replica was of what spaceship?	___ Apollo 11
	<u>X</u> Apollo 13
	___ Apollo 20
	___ Apollo 6
2. Who did Nicholas plead with?	___ friends
	___ teachers
	___ roommate
	<u>X</u> parents
3. How did Nicholas feel about spaceships?	<u>X</u> loved
	___ afraid
	___ bored
	___ scared

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 11 – Part C
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Gabrielle wondered whether she would ever get the	8
unbelievable opportunity to experience the intense	14
adrenaline rush of visiting another galaxy. Gabrielle was	22
only twelve, but it was her goal in life to become an	34
astronaut and explore space. Gabrielle pleaded, and her	42
parents sent her away to space camp. Her parents	51
hesitated, but agreed to Gabrielle's wish. She was off to	61
endure an opportunity of a lifetime. Gabrielle roomed with	70
a girl named Amber. They both shared a mutual enthusiasm	80
about the thrill of traveling to a mysterious galaxy. As	90
one of the exercises the girls had to pretend they were	101
located inside the Black Hole. Gabrielle's favorite	108
category was when they showed the model of the Black Hole.	119
It was the most incredible experience of her life. After	129
returning home from a life altering experience, Gabrielle	137
could not express how amazing space camp was.	145

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz: For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.**

1. ___ hold	2. ___ bent	3. ___ lick	4. ___ mast	5. <u>X</u> goal
___ held	<u>X</u> sent	___ knife	___ moss	___ pole
___ mole	___ send	<u>X</u> life	<u>X</u> most	___ goad
<u>X</u> hole	___ sand	___ like	___ mess	___ goat

- **Comprehension Quiz: For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.**

1. How old was Gabrielle when she went to space camp?	___ three
	___ twenty
	___ nine
	<u>X</u> twelve
2. Where did Gabrielle and Amber want to go?	___ another glamour
	___ another movie
	<u>X</u> another galaxy
	___ another gym
3. How would Gabrielle feel about returning to space camp?	___ scared
	<u>X</u> happy
	___ bored
	___ worried

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Yellow Triangle
Lesson 11 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Gabrielle wondered whether she would ever get the	8
unbelievable opportunity to experience the intense	14
adrenaline rush of visiting another galaxy. Gabrielle was	22
only twelve, but it was her goal in life to become an	34
astronaut and explore space. Gabrielle pleaded, and her	42
parents sent her away to space camp. Her parents	51
hesitated, but agreed to Gabrielle's wish. She was off to	61
endure an opportunity of a lifetime. Gabrielle roomed with	70
a girl named Amber. They both shared a mutual enthusiasm	80
about the thrill of traveling to a mysterious galaxy. As	90
one of the exercises the girls had to pretend they were	101
located inside the Black Hole. Gabrielle's favorite	108
category was when they showed the model of the Black Hole.	119
It was the most incredible experience of her life. After	129
returning home from a life altering experience, Gabrielle	137
could not express how amazing space camp was.	145

<p>Student: _____ Date: _____</p> <p style="text-align: center;">Number of words read <u>correctly</u> in 1 minute = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Yellow Triangle Lesson 12 – Part A</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Matthew and Joseph were relaxing in the cafeteria	8
during a hectic day in school. They had just been released	19
from fourth period, and it was finally time to enjoy a	30
nutritious meal. At the table, Matthew launched into	38
telling a hysterical joke that had everyone laughing.	46
Joseph was drinking milk, and he laughed so hard it	56
squirted out of his ears. Someone in the cafeteria	65
nicknamed him "Milky Ears." He felt extremely embarrassed	73
by the situation and could not believe such an incident	83
had occurred. After a while he realized it really was	93
quite funny. In English class the teacher, Mrs. Clark,	102
asked the students to write about their most embarrassing	111
moments. Joseph began to recall his past experiences, and	120
finally a light bulb went off in his mind. He would write	132
about the event that had just happened in the cafeteria.	142
Joseph wrote an excellent paper and made a great grade	152
too. He had felt a horrifying moment, but it became	162
extremely useful.	164

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ lunch	2. <u>X</u> quite	3. ___ anyone	4. ___ motions	5. ___ mark
___ launched	___ light	___ everyday	___ monuments	___ mile
<u>X</u> laughed	___ right	___ everywhere	<u>X</u> moments	___ make
___ caught	___ quilt	<u>X</u> everyone	___ emotions	<u>X</u> milk

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What did someone in the cafeteria nickname Joseph?
- Milk Man
 Milky Ears
 Runny Ears
 Milk Shot
2. Where were Matthew and Joseph during lunch?
- outside
 library
 cafeteria
 restaurant
3. What was Joseph doing while Matthew was telling his joke?
- reading a book
 drinking milk
 writing a story
 eating cake

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Yellow Triangle Lesson 12 – Part B</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

One hectic day in school, Maggie and Emily were	9
relaxing in the cafeteria. Fourth period had finally come	18
to completion, and it was time to enjoy a semi-nutritious	28
meal. While sitting at the table, Maggie launched into	37
telling a hysterical joke that had everyone rolling in the	47
aisles. At that time, Emily was sipping her milk. She	57
laughed so hard it spewed out of her mouth. The milk must	69
have flown a yard before it hit the ground. Someone in the	81
cafeteria nicknamed her "Milk Squirter." She felt	88
extremely embarrassed by the whole situation, and she was in	98
disbelief that such an incident had occurred. After a bit	108
of contemplation, she realized that the whole thing had	117
been quite hilarious. Later that day in English class,	126
Emily was asked to write about her most embarrassing time.	136
Emily wrote about her spitting milk across the table and	146
received a wonderful grade. She was so pleased that	155
something so very horrible could turn into something wonderful.	164

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|----------------|------------------|------------------|----------------|---------------------|
| 1. ___ matter | 2. <u>X</u> yard | 3. ___ route | 4. ___ robot | 5. <u>X</u> pleased |
| ___ month | ___ hard | <u>X</u> rolling | ___ wrong | ___ peanuts |
| <u>X</u> mouth | ___ your | ___ drilling | ___ note | ___ leased |
| ___ south | ___ card | ___ bowling | <u>X</u> wrote | ___ plants |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|--|
| 1. In what class was Emily asked to write about her most embarrassing time? | <input type="checkbox"/> Spanish
<input type="checkbox"/> reading
<input type="checkbox"/> homeroom
<input checked="" type="checkbox"/> English |
| 2. What did the milk fly out of? | <input type="checkbox"/> Emily's nose
<input checked="" type="checkbox"/> Emily's mouth
<input type="checkbox"/> Emily's ears
<input type="checkbox"/> Emily's eyes |
| 3. Which period comes before lunch? | <input type="checkbox"/> fifth
<input checked="" type="checkbox"/> fourth
<input type="checkbox"/> second
<input type="checkbox"/> third |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 12 – Part C
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- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

One chaotic day in school, Amelia and Madeline were in	10
the cafeteria trying to relax. Finally fourth period had	19
come to completion and it was time to enjoy a	29
semi-nutritious snack. While at the table, Amelia started	37
to tell a hysterical joke that had everyone clutching	46
their stomachs. Madeline had just taken a sip of her milk.	57
She snorted so hard, milk sprayed out of her nose. Someone	68
in the cafeteria nicknamed her "Milk Snorter." Madeline's	76
skin turned a vivid shade of red. She was extremely	86
embarrassed and in disbelief that such an incident had	95
occurred. She hastened down the hall to the bathroom with	105
her eyes burning from trying not to sob. On the way to the	118
bathroom, she noticed a bulletin board. Posted on the board	128
was an announcement about a writing competition. Madeline	136
decided to write about her experience with the milk. She	146
entered her story and won. Out of this embarrassing moment,	156
Madeline triumphed and created an unbelievable story.	163

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---------------|------------------|---------------|-------------------|-----------------|
| 1. ___ scale | 2. ___ booking | 3. ___ nice | 4. <u>X</u> story | 5. ___ foreign |
| <u>X</u> skin | <u>X</u> burning | ___ niece | ___ party | ___ forty |
| ___ skunk | ___ boiling | ___ rose | ___ stone | <u>X</u> fourth |
| ___ twin | ___ turning | <u>X</u> nose | ___ step | ___ fifth |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|-------------------------|
| 1. What color did Madeline's skin turn? | <u>X</u> red |
| | ___ yellow |
| | ___ green |
| | ___ blue |
| 2. Where was the announcement for the writing competition? | ___ newspaper |
| | ___ chalk board |
| | <u>X</u> bulletin board |
| | ___ bathroom |
| 3. What did Madeline feel like doing while she ran to the bathroom? | ___ skipping |
| | ___ sleeping |
| | ___ laughing |
| | <u>X</u> crying |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Yellow Triangle Lesson 12 Test
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CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

One chaotic day in school, Amelia and Madeline were in	10
the cafeteria trying to relax. Finally fourth period had	19
come to completion and it was time to enjoy a	29
semi-nutritious snack. While at the table, Amelia started	37
to tell a hysterical joke that had everyone clutching	46
their stomachs. Madeline had just taken a sip of her milk.	57
She snorted so hard, milk sprayed out of her nose. Someone	68
in the cafeteria nicknamed her "Milk Snorter." Madeline's	76
skin turned a vivid shade of red. She was extremely	86
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occurred. She hastened down the hall to the bathroom with	105
her eyes burning from trying not to sob. On the way to the	118
bathroom, she noticed a bulletin board. Posted on the board	128
was an announcement about a writing competition. Madeline	136
decided to write about her experience with the milk. She	146
entered her story and won. Out of this embarrassing moment,	156
Madeline triumphed and created an unbelievable story.	163

Student: _____ Date: _____		
Number of words read <u>correctly</u> in 1 minute	=	_____ <small>Copy score onto the student's Completion Checklist.</small>

► Go to the Completion Checklist ◀