

SUCCESS IN



ACADEMIC CONTENT CLASSES

**25 TIMED READING
PASSAGES**



- *Provides powerful reading intervention*
- *Helps at-risk students while teaching important content for all students*

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Teacher's Guide

Introduction

"Reading fluency refers to the ability of readers to read quickly, effortlessly, and efficiently with good, meaningful expression." ⁽¹⁾

If decoding is slow, not automatic, students will have a difficult time comprehending what they read. "High speed word recognition frees a reader's cognitive resources so that meaning of the text can be the focus of attention." ⁽²⁾

Success in Academic Content Classes, 25 Timed Reading Passages, is a timed reading passage program to be used as a supplement with each of the following three middle school and high school parallel reading intervention programs: (1) *Success in Academic Content Classes, English Classroom Vocabulary*, (2) *Success in Academic Content Classes, Science Vocabulary*, and (3) *Success in Academic Content Classes, Social Studies Vocabulary*. The three intervention programs parallel important English, science, and social studies vocabulary. The three programs include instruction in advanced decoding, domain specific vocabulary, spelling, and reading fluency (with oral and silent timed reading) in word, phrase, and sentence contexts. Students reading at grade 3 through high school levels benefit from the three programs.

Success in Academic Content Classes, 25 Timed Reading Passages, has 25 timed reading passages that begin on a grade 3 reading level and progress to a grade 10 reading level, focusing on science and social studies topics and vocabulary. The program provides reading fluency instruction (with oral and silent timed reading) in a reading passage context. Although the grade level reading pace is challenging, the quick pace is necessary for students to make a timely connection to their academic content classes.

All students in the classroom, including more able readers, begin the program at passage 1. Students can improve reading speed and fluency at easier reading levels. This is also true for improving silent reading. Having all students work on the same reading passage makes the program easy to present. Struggling readers are motivated because they see an advantage, success in academic content classes. More able readers are motivated by learning speed reading techniques, and all students benefit from the reading passage academic content vocabulary.

Teaching instructions for each of the 25 passages are the same. Teachers become familiar with the instructions for all passages by using the "For the Teachers" instructions for passage 1.

PASSAGE 1 (and Instructions for Passages 2 through 25)

● For the Teacher:

For each student, duplicate and pass out Timed Reading Passage 1.

● ORAL TIMED READING

Instruction 1. (BEFORE THE TIMING, YOU AND ALL STUDENTS READ THE PASSAGE TOGETHER.)

(TELL THE STUDENTS:)

Look at page 1, the timed reading entitled *The Space Shuttle*, I will read the passage, and you will follow along carefully because you will do two timed readings of the passage. First, you will read orally. Then you will read silently.

(READ THE PASSAGE AT A SLIGHTLY SLOWER-THAN-NORMAL PACE, AND PAUSE SLIGHTLY AT THE END OF EACH SENTENCE.)

(FOR A TECHNIQUE TO HELP STUDENTS FOCUS ON READING THE PASSAGE, STOP TWO OR THREE TIMES AND ASK DIFFERENT STUDENTS TO TELL THE NEXT WORD.)

Instruction 2. (CHOOSE STUDENT PARTNERS. DECIDE WHO WILL READ FIRST.)

Now we will do the oral timed reading. Go to the beginning of the passage. When I say “begin”, read the passage to your partner, out loud, but not too loudly, until I say “stop”. If your partner makes a mistake on a word or leaves out a word, help her or him say the word. If you finish reading the passage, start again at the beginning and add the number of words you read to the total.

Begin. (TIME STUDENTS FOR ONE MINUTE.) Stop. Put a dot next to the last word you read. Now count the number of words you read. On the line next to Oral Reading, write the number of words you read in 1 minute.

Now change. The partner who was listening, now reads.

Good oral reading
leads to better
silent reading.

Silent reading's focus is on meaning, the goal of reading.

Improving reading speed slows regressions, going back and rereading.

"The average person speaks at 150 to 200 words per minute. If you vocalize as you read, you can't read faster than this rate. By contrast, speed readers read above 400 words per minute." ⁽³⁾

(REPEAT ORAL TIMED READING INSTRUCTIONS, ABOVE, FOR THE PARTNER CHANGE.)

● **SILENT TIMED SPEED READING** **(OPTIONAL, BUT RECOMMENDED)**

Part 1. (PRACTICE)

Instruction 1. (TELL THE STUDENTS:)

The Silent Timed Speed Reading will train your eyes for silent, fast reading. You will learn to see words in groups, or clumps. You can stop regressions, having your eyes go back as you are reading. To do this, try not to subvocalize, to say the words in your heads.

(STUDENTS COMPLETE THE SILENT TIMED SPEED READING PRACTICE BEFORE TAKING THE TEST.)

Instruction 2. (SAY AND DEMONSTRATE TO THE STUDENTS:)

● First, you will complete the Silent Timed Speed Reading Practice. Then you will take the Silent Timed Speed Reading Test.

● To minimize visual regressions, slide a card or a piece of paper down the page, covering each line after you read it.

● Try to look at the words in groups, or clumps, as you go down the page. Try to see the words in groups of three or more. Seeing words in groups trains your peripheral vision, the area of vision just outside the line of direct sight.

● Try not to subvocalize, to say the words in your head.

● When I say "begin", you will practice for one minute, and I will time you until I say "stop". If you finish, start again at the beginning and add to the total number of words you have already read.

● Begin. (TIME FOR ONE MINUTE.) Stop.

(NOTE: USE THE CARD OR PAPER FOR TEMPORARY PRACTICE FOR PASSAGES 1 THROUGH 4 ONLY.)

Silent reading's focus is on meaning, the goal of reading.

Part 2. (TEST)

Instruction. (SAY TO THE STUDENTS:)

● Now we will take the Silent Timed Speed Reading Test. For this timing do not use a card or paper. Try to look at the words in groups, or clumps, as you go down the page. Try to see the words in groups of three or more. Seeing multiple words trains your peripheral vision, the area of vision just outside the line of direct sight. When I say “begin”, I will time you for one minute until I say “stop”. If you finish reading the passage, start again at the beginning and add the number of words you read to the total.

● Begin. (TIME FOR ONE MINUTE.) Stop. Put a dot next to the last word you read. Now count the number of words you read. On the line next to Silent Reading, write the number of words you read in 1 minute.

References:

- (1) Rasinski, T.V. (2003). *The fluent reader*. New York, NY: Scholastic, Inc.
- (2) National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read. Report of the subgroups*. Washington, DC: U.S. Department of Health and Human Services, National Institutes of Health.
- (3) Sutz, R. (2009). *Speed reading for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

The Space Shuttle (1)

The space shuttle is like a plane that can travel into space. It takes off like a rocket and lands like a plane. It reaches speeds of over 17,000 miles per hour.

The launch of the first space shuttle was in 1981. It showed that a reusable vehicle could go into space. When the shuttle spacecraft lifts off, it has a fuel tank and two rocket boosters. Large, heavy spacecraft need powerful rocket boosters to launch them. The rocket boosters and fuel tank drop off soon after takeoff. Then like the spacecraft, they are used again.

Space shuttles have been used for many jobs. Crew members gather information about the earth, the stars, and the sun. They also perform experiments on plants, animals, and themselves. Experiments that are impossible on earth can be performed in space. Some space shuttles take supplies to space stations. A shuttle mission lasts about seven days and has a crew of up to eight people.

Oral Reading _____ Silent Reading _____

Adaptable Sea Life at the Seashore (2)

The seashore is the zone where the	7
sea meets the land. The most common	14
seashore is the sandy beach. It is made	22
of tiny particles of rock worn down by	30
tall waves that topple over when they	37
reach land. The sandy beach also	43
contains pebbles, bits of rock which the	50
sea has worn smooth.	54
On most seashores, the sea moves up	61
and down the beach. This action is	68
called the tide. At low tide the beach is	77
dry. At high tide the beach is under	85
water.	86
All seashores are homes for many	92
living things. Just below the surface,	98
snails and barnacles feed on tiny	104
particles washed in with the tide.	110
Seashores have their own plants. Many	116
of these plants are sea weeds. Most	123
seashore plants and animals are able to	130
live in and out of water to adapt to the	140
changing tides. As waves crash into the	147
seashore, they change the shape of the	154
sandy beaches. In their struggle for	160
survival, all forms of sea life must be	168
adaptable to the ever changing seashore.	174

Oral Reading _____ Silent Reading _____

Jungles (3)

Jungles are lush, wild areas that	6
have thick tangles of plants. They	12
are found in tropical rain forests.	18
Tropical rain forests have huge	23
trees, long vines, and animals such	29
as parrots, monkeys, and large	34
climbing snakes. In many parts of	40
the rain forests, the trees are so dense,	48
or thick, that sunlight never reaches	54
the ground.	56
Jungles are in the parts of the	63
rain forests where sunlight reaches	68
the forest floor. Jungles also grow	74
along rivers and in clearings where	80
no trees block the sunlight.	85
Farmers and lumber companies	89
often cut down parts of the rain	96
forests. The cleared areas may	101
become so lush with jungle growth	107
that people must struggle to get	113
through. The growth may be so thick	120
that it is impossible to move in the	128
tangle of plants without a long knife	135
to cut a path.	139

Oral Reading _____ Silent Reading _____

Fables (4)

From where does the saying or expression	7
<i>sour grapes</i> come? It is found in a famous	16
fable, "The Fox and the Grapes."	22
A fable is a short, made-up story that	31
teaches a moral. When one reads a fable, one	40
may enjoy the story and also learn something	48
from it. The moral of the fable, or what one	58
learns, is usually written at the end.	65
Some fables are written in prose, as	72
stories, and some are written in verse, as	80
poems. In most fables, one or more of the	89
characters is an animal, a plant, or something	97
else, but it talks and acts like a person.	106
Examples of famous fables include "The	112
Fox and the Grapes" and "The Wolf in Sheep's	121
Clothing." These simple stories have been told	128
and retold for over 2,000 years. They remain	136
popular because they portray, or show, truths	143
that almost anyone can understand.	148
In the "Fox and the Grapes," the fox	156
finds that some grapes are too high for him	165
to reach. Since he cannot have them, he says	174
they are likely to be sour anyway. A person	183
who hears the story can tell that the attitude, or	193
view, of the fox is a common human failing.	202
The moral of the fable, or what one learns	211
from it, is that people often express a dislike	220
for what they cannot have. The moral is	228
summed up in the expression <i>sour grapes</i> .	235

Oral Reading _____ Silent Reading _____

Floating Freshwater Giants (5)

A glacier is a slow-moving river of ice.	9
It flows down the slopes of mountains from	17
an ice cap or high snowfield. As the glacier	26
moves into the water, it becomes an iceberg.	34
<i>Iceberg</i> means mountain of ice. Icebergs are	41
great blocks of ice that float in the sea. Most	51
icebergs are found in the ocean, but all are	60
made of freshwater ice rather than frozen sea	68
or ocean water. The icebergs, floating giants,	75
start in the coldest parts of the world, the polar	85
regions. Antarctica and Greenland are the	91
sources of most icebergs.	95
Icebergs are different sizes. Some are	101
only 10 to 20 feet long. The largest are 70 to	112
80 miles long and may be as tall as a 50-story	124
building.	125
As icebergs float into warmer waters	131
they slowly melt. Those that drift into	138
warmer waters may melt in a short time.	146
Sometimes, however, wind and cool ocean	152
currents move an iceberg 2,000 miles before	160
it disappears.	162
Because most of the iceberg is invisible,	169
below the water, it is dangerous to ships. The	178
part beneath the water is many times larger	186
than the part above the water. The part of the	196
iceberg hidden under the water is capable of	204
ripping open the bottom of a large ship. An	213
incredible disaster happened in 1912. The	219
Titanic, a British passenger ship, ran into an	227
iceberg and sank. About 1,500 people died.	234

Cucumbers (6)

A cucumber is a common garden	6
vegetable grown in many parts of the world.	14
It is a vegetable people eat often in salads and	24
sandwiches, but most people know it by a	32
different name.	34
The cucumber plant has a long green	41
vine. Its leaves are shaped like triangles. It	49
has yellow or white flowers on short stems.	57
A cucumber grows from the flowers. The	64
edible fruit, the cucumber, grows from 1 to	72
36 inches long. The diameter of a	79
36-inch-long cucumber could be very large.	87
The inside of a cucumber is white or yellow,	96
and the outside has green skin that is either	105
smooth or prickly.	108
Cucumbers would not grow well in	114
some areas of the country during October,	121
November, and the winter months. They	127
grow best in warm weather and are easily	135
killed by frost.	138
Farmers and gardeners grow	142
cucumbers from seeds. The plants grow	148
rapidly, and small fruits suitable for making	155
pickles appear quite soon. Cucumbers are	161
well known by the name pickles.	167
Cucumbers usually are eaten raw or	173
pickled. They are the vegetable most often	180
used for making pickles. The popular	186
cucumbers are also nutritious, a good source	193
of iron, calcium, and some vitamins.	199

Oral Reading _____ Silent Reading _____

Predators of the Deep (7)

Predators are animals that live by hunting and eating other animals. Great white sharks are predators.	8
They have superior speed and strength, and razor sharp teeth. They are real competitors and survivors in the ocean.	16
Great whites are the most feared and dangerous of all sharks. They are carnivores, meat eaters. Their prey are animals such as sea lions, dolphins, and other sharks. Great whites often swallow their prey whole, or they tear off large chunks of flesh. They are also scavengers; they feed on dead or dying animals. Their digestive juices are strong enough to corrode steel.	24
Great whites have been known to attack humans and even fishing boats. But each year, there are only 100 shark attacks reported throughout the world.	32
These muscular warriors grow to a length of 26 feet. Their skin is covered with denticles, toothlike scales that make the skin very rough. Years ago, sailors used shark skins as sandpaper to scrub the decks of their ships. Sharks' razor sharp teeth are constantly being replaced by new ones. During their lifetimes sharks go through thousands of teeth.	35
Great whites can hear, see, smell, taste, and feel. They also have a sixth sense: they use tiny pores in their heads to pick up electrical impulses that every animal emits. With their six senses, and with their other superior physical characteristics, great whites are competitors, survivors, and the most powerful predators of the deep.	44
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Oral Reading _____ Silent Reading _____

Calendar (8)

A calendar divides the year into months, weeks, and days. Every civilization has used some kind of calendar to keep track of years, months, weeks, and days. Calendars have been used to plan for planting and harvesting crops and to remember special holidays, festivals, and appointments.	8 17 26 35 42 46
The earliest written calendars were lunar, based on the cycles of the moon. All lunar calendars had the same problem. The shorter lunar year became out of step with the seasons. The lunar calendar was replaced with the much superior and more accurate solar calendar.	53 63 72 81 89 91
Based on a Greek calendar, the Romans created the calendar used today almost 2,000 years ago. It is both solar, based on the movements of the earth around the sun, and lunar, based on the movements of the moon around the earth. A day is the amount of time it takes the earth to revolve, turn one time, on its own axis. One year is the amount of time it takes for the earth to revolve, go once, around the sun.	99 107 117 126 136 146 157 168 172
Years later, in 1852, Pope Gregory the Thirteenth made some minor changes in the Roman calendar. This calendar, the Gregorian calendar, became very popular and is the standard calendar used by most people today. People use other calendars. The year 2000 began in the year 4680 on the Chinese calendar and in 5760 on the Hebrew calendar.	180 188 195 204 212 221 229
So what year is it? It depends on the calendar one uses and how long ago the calendar began counting the years.	239 248 251

Oral Reading _____ Silent Reading _____

A City (9)

A city is a community where thousands,	7
even millions, of people live and work. Cities are	16
the world's most crowded places. They occupy	23
only a small part of the world's land, but nearly	33
half of the world's population live in cities. Based	42
on population, the largest city in the world is	51
Tokyo, in Japan, and the largest city in the United	61
States is New York City.	66
Most of today's cities have a downtown	73
area, or city center. City centers have a variety of	83
activities. Art museums display works by famous	90
artists. Music concerts and plays are performed.	97
Department stores offer shopping. Company offices	103
and government buildings are also found in city	111
centers. As city centers become busier and more	119
densely packed, high rise buildings and skyscrapers,	126
like the Sears Tower in Chicago and the Empire	135
State Building in New York, two of the world's	144
tallest buildings, make the most of limited spaces.	152
Although economy, available jobs, and	157
interesting activities bring people to the cities, the	165
quality of life in many large cities is not good. The	176
cities are overcrowded, dirty, and noisy, with high	184
crime rates and costly living expenses. While many	192
people enjoy the rapid pace and bustling activity of	201
city life, most people working in the city live	210
further out in the suburbs, a community that lies just	220
outside the city, where land is cheaper, and they	229
feel that life is better.	234
A network of roads and public transportation	241
systems is an important link for the city with the	251
suburbs. Many people face a steady stream of traffic	260
daily as they go to the city to work, or just to enjoy	273
the many offerings of the city.	279

Oral Reading _____ Silent Reading _____