Overview of the Helping Early Literacy with Practice Strategies (HELPS) Program
The purpose of HELPS is to strengthen students' reading fluency and improve students' motivation and self-confidence with reading. HELPS is being used around the globe with students of all ages who need to improve reading fluency. Several published research studies demonstrate that HELPS meaningfully improves students' reading fluency and comprehension.

What Makes the HELPS Program Unique
1. HELPS offers all the necessary materials for teachers to feasibly learn and use the program.
2. In the 2016 Educator's Practice Guide for early reading instruction, published by the U.S. Department of Education's What Works Clearinghouse, HELPS was summarized as one of only a small number of reading programs that was evaluated with the highest methodological rigor and significantly improved children's word reading, oral reading fluency, and reading comprehension.
3. HELPS procedures integrate instructional strategies and embedded progress-monitoring assessment strategies. This allows teachers to know in a timely way if the program is best supporting a student.
4. Based on research published in scholarly journals and educators' day-to-day practice, HELPS has been successfully used and endorsed by reading specialists, regular and special education teachers, teacher assistants, community volunteers, and parents. Students also report that they enjoy receiving HELPS and feel more successful as readers by receiving the program.
5. To be effective, HELPS only requires 10-15 minutes per day, three times per week. But the program is also flexible if educators prefer to use HELPS more than three times per week.
6. For more than a decade, the research and development of HELPS included practicing educators and education researchers, thus making the program strongly rooted in both research and practice.
7. HELPS is commonly used as part of schools' model for instructional support, such as RTI and MTSS, and is most often used as part of Tier 2 and Tier 3 support within these types of models.
8. The program can be used with small groups of students or as a one-on-one (adult-student) program. Program materials are also available in Spanish and Portuguese.
9. HELPS has research evidence of effectiveness with a range of student populations, including low-performing students in elementary and middle school, students receiving English language support, and even elementary-aged students performing at or above grade level.
10. HELPS integrates each of the characteristics that best allow an intervention to be effective and feasible for educators to use, such as (a) specifications describing which students should benefit most from the program; (b) where to start students in the instructional curriculum; and (c) materials and strategies for enhancing, monitoring, and recording educators' implementation fidelity.

HELPS is one of the programs offered by the Helps Education Fund. One of the goals of the Helps Education Fund is to provide free and low-cost ways to effectively support teachers and students. We provide curriculum materials, training, program fidelity monitoring, and coaching for teachers, schools, parents, and community volunteers.

We welcome the opportunity to partner with you in training and delivery of the HELPS Program.

Contact
Elizabeth Levene, Executive Director
elizabeth@helpsetuitionfund.org
Summary of Timed Reading Scoring Rules

While a student reads a passage aloud, the teacher is expected to mark on the teacher passage all WIPM. The following indicates how teachers should mark WIPM during the three different Timed Readings: Reading 1 (mark WIPM with a diagonal slash); Reading 2 (mark WIPM with an underline); Reading 3: (mark WIPM with a circle around the word). At exactly one minute, the teacher should draw a bracket (i.e., [ ] ) just after the last word read. The teacher then subtracts all WIPM from the TWR to get the WCPM score. For example, if the student scored: TWR = 88 and WIPM = 3, the student’s WCPM for that reading would be 85 (i.e., \( 88 - 3 = 85 \)).

(Part A) The following should be scored as a WIPM:
1. Mispronounced Words.
2. Substituted Words.
3. Omitted Words.
4. Reversals. When a student reverses (i.e., transposes) the words in a passage, this is counted as one error as long as the transposed words were read correctly.
5. Adding or omitting endings (e.g., -ed, -ing, -s) to words.
6. Hesitations. If a student struggles on a word for more than 3 seconds (even if trying to sound out the word), the teacher should provide the word after 3 seconds and mark the word as an error.

(Part B) The following should be scored as a WCPM:
1. Words Pronounced Correctly.
2. Self-Corrected Words.
3. Repeated Words.
4. Mispronounced Words because of Dialect.
5. Inserted Words.

(Part C) Unique Scoring Rules:
1. Omitted Lines or Multiple Words within a Line are not scored as errors, but they should always be deducted from the student’s number of Total Words Read (TWR) per minute.
2. Numbers Written As Numerals. Numbers are counted as words and must be read correctly within the context of the passage.
3. Hyphenated Words that can stand Alone. Each morpheme separated by a hyphen counts as an individual word if it can stand alone. For example, “Go-karts” is scored as 2 WCPM.
4. Hyphenated Words that cannot stand Alone. If one or more morphemes are separated by a hyphen, but the morpheme cannot stand alone as an individual word, the hyphenated word should be counted as one word. For example, “Non-productive” should be counted as 1 WCPM.
5. Abbreviations are counted as words, and must be read correctly within the context of the sentence.

As needed, teachers should also refer to the Additional Tips for Implementation and Top 10 Most Common Administration Mistakes that are listed in the HELPS Program Teacher’s Manual.
HELPs One-on-One Program: Implementation Protocol

Steps below that are denoted with an asterisk should be implemented in combination with the “HELPs One-on-One Program: Scripted Directions.”

1. *Teacher reads introductory statements and expectations—includes Verbal Cuing procedure (15 seconds)
   - Overall: goal of program is for student to do his/her best reading. This means s/he tries to read quickly, accurately, and with good expression. Also, the student tries to remember what happens in the story and tries to remember the difficult words that s/he practices.

2. *Student Timed Reading with Passage A, as indicated on his/her Progress Tracking Form (1 to 1.5 minutes)
   - NOTE: Students who meet the WCPM criterion can be stopped at 1 minute. Students who do not meet the WCPM criterion should read 1.5 minutes to allow for some additional practice (though as indicated in the scripted directions, the student’s last word read at one minute should be indicated with a bracket).

3. *Teacher asks student to say what he/she remembers about the story (Retell Check), asking the student to recall what happened in appropriate sequential order (30 to 45 seconds)

IF STUDENT MEETS THE READING GOAL  (See back page if student does not meet the Reading Goal)
The Goal is met when the student (a) meets the WCPM criterion, (b) meets the WIPM criterion, and (c) can adequately recall parts of the story. (See Table on back of sheet for all Goal criteria according to student grade level).

4a. When the student meets the Reading Goal, the teacher should: (15 seconds)
   - Provide praise for meeting the Goal and immediately graph the student’s performance on Passage A.
   - Tell the student he/she will earn at least one star at the end of the session for meeting the Goal.
   - Obtain the next story in the HELPS Curriculum.

5a. *Student Timed Reading of next story (Passage B) in the HELPS Curriculum (1 minute)

6a. *Teacher implements phrase-drill error correction on all incorrectly read words (15 to 45 seconds)

7a. *Student Timed Reading of Passage B a second time for no more than one minute (1 minute)

8a. *Teacher models fluent oral reading of Passage B while student follows along (1 to 1.5 minutes)

9a. *Student Timed Reading of Passage B a third time for no more than one minute (1 minute)

10a. Teacher graphs WCPM and WIPM for the student’s first and third reading of Passage B (15 seconds)
   - While doing so, teacher provides specific, ENTHUSIASTIC praise (and feedback) regarding the student’s reading and praises student for reading improvements, if applicable.

11a. Teacher awards stars on the student’s Star Chart (15 to 30 seconds)
   - Teacher gives one star because student met the Reading Goal with Passage A.
   - Teacher gives a second star if student clearly demonstrates effort when practicing Passage B and reads more WCPM during the last reading compared to the first reading of Passage B.

12a. Teacher records all information on the student’s Progress Tracking Form and indicates which passage the student should read at the start of the next session (30 seconds)

13a. Teacher reviews implementation steps from flow chart and records steps missed on the student’s Progress Tracking Form (15 seconds)

Estimated time of implementation if student does meet Reading Goal: 7.5 to 9 minutes

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Continued from front of page...

**IF STUDENT DOES NOT MEET THE READING GOAL**

4b. *Teacher models fluent oral reading of Passage A while student follows along (1 to 1.5 minutes)*

5b. *Student Timed Reading of Passage A a second time for no more than one minute (1 minute)*

6b. *Teacher implements phrase-drill error correction on all incorrectly read words (15 to 45 seconds)*

7b. *Student Timed Reading of Passage A a third time for no more than one minute (1 minute)*

8b. *Teacher implements phrase-drill error correction on all incorrectly read words (15 to 45 seconds)*

9b. Teacher graphs WCPM and WIPM for the student’s first and third reading of Passage A (15 seconds)
   □ While doing so, teacher provides specific, ENTHUSIASTIC praise (and feedback) regarding the student’s reading and praises student for reading improvements, if applicable.

10b. Teacher awards stars on the student’s Star Chart (15 to 30 seconds)
    □ Teacher gives one star if student clearly demonstrates effort when practicing Passage A and reads more WCPM during the last reading compared to the first reading.

11b. Teacher records all information on the student’s Progress Tracking Form and indicates which passage the student should read at the start of the next session (30 seconds)

12b. Teacher reviews implementation steps from flow chart and records steps missed on the student’s Progress Tracking Form (15 seconds)

**Estimate time of implementation if student does not meet Reading Goal: 7 to 9 minutes**

### Reading Goals According to the Student’s Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>WCPM with Passage A</th>
<th>WIPM with Passage A</th>
<th>Retell Check with Passage A</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>80 or more</td>
<td>3 or less</td>
<td>Adequately retells story*</td>
</tr>
<tr>
<td>Second Grade</td>
<td>100 or more</td>
<td>3 or less</td>
<td>Adequately retells story*</td>
</tr>
<tr>
<td>Third Grade</td>
<td>120 or more</td>
<td>3 or less</td>
<td>Adequately retells story*</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>135 or more</td>
<td>3 or less</td>
<td>Adequately retells story*</td>
</tr>
</tbody>
</table>

* For example, student retells parts of the story for at least 30 seconds or otherwise correctly states names of characters and major events in the story. Retell of the story in the correct sequential order of major events is encouraged but not required to pass the Retell Check.
HELPS One-on-One Program
Implementation Flow Chart

1. Teacher reads introductory statements and expectations
   ↓
2. Student Timed Reading (TR) with Passage A
   ↓
3. Retell Check
   ↓

(Student meets reading goal) (Student does not meet reading goal)

See table below for goals according to the student’s grade level

4a. Deliver Praise & Graph Passage A
   ↓
5a. Student TR—Passage B, 1st time
   ↓
6a. Phrase-drill procedure
   ↓
7a. Student TR—Passage B, 2nd time
   ↓
8a. Modeling procedure
   ↓
9a. Student TR—Passage B, 3rd time
   ↓
10a. Graph 1st and 3rd TR of Passage B and provide praise and feedback
11a. Award stars on Star Chart
12a. Record student data on Progress Tracking Form
13a. Review steps and record on Progress Tracking Form

4b. Modeling procedure
   ↓
5b. Student TR—Passage A, 2nd time
   ↓
6b. Phrase-drill procedure
   ↓
7b. Student TR—Passage A, 3rd time
   ↓
8b. Phrase-drill procedure
   ↓
9b. Graph 1st and 3rd TR of Passage A and provide praise and feedback
10b. Award stars on Star Chart
11b. Record student data on Progress Tracking Form
12b. Review steps and record on Progress Tracking Form

Reading Goals according to the Student’s Grade Level

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<td>Adequately retells story*</td>
</tr>
</tbody>
</table>

* For example, student retells parts of the story for at least 30 seconds or otherwise correctly states names of characters and major events in the story. Retell of the story in the correct sequential order of major events is encouraged but not required to pass the Retell Check.

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Appendix K : 116
HELPS One-on-One Program: Scripted Directions

Introductory statements and expectations (includes Verbal Cuing Procedure):
<Student Name>, you’re going to be doing some reading with me today. As you read, I want you to do your best
reading. This means I want you to read as quickly as you can without making mistakes, and try to read with
good expression (like I do when I read to you). I also want you to remember what happens in the story and try
to remember the difficult words that we practice.

Directions to administer before a Timed Reading (as part of the Repeated Reading Procedure):
1. Place the teacher copy of the reading passage in front of you but shielded so the student cannot see what you record.
   The teacher copy of each passage contains word counts at the end of each line.
2. Place the student copy of the reading passage in front of the student, but cover the beginning portion of the passage
   until you are ready for step 4 below. (Do this so the student does not begin reading while you provide directions).
3. Say to the student, “Here is a story that I would like you to read. When I say ‘Begin’, start reading aloud at the
   top of the page and read across the page. Try to read each word. If you come to a word you don’t know, I’ll
tell it to you. Do you have any questions? Be sure to do your BEST reading.”
4. Say, “Begin!” and start the stopwatch when the student says the first word.
5. Score the student’s WCPM and WIPM according to the Timed Reading Scoring Rules (see HELPS Teacher Manual).
6. At the end of one minute, place a closed bracket after the last word.
7. If the student reads so fast that no expression is given, remind the student that when he/she reads the next story, you
   want him/her to read at a comfortable rate (i.e., with good expression, like when you read).
8. Remove both copies of the reading passage.

Directions for administering Retell Check Procedure:
1. Remove the student passage in a way to ensure student cannot review the passage during the Retell Check.
2. Say to the student, “Now I want you to tell me everything you remember about the story you just read. Try to tell
   me what happened in the correct order.”
3. Start your stopwatch and stop the retell activity in 30-45 seconds. Use prompts or follow-up questions as appropriate.
4. If student clearly struggles to remember parts of the story during his/her retell, note this on the student’s tracking sheet
   and use this information when determining whether the student met his/her Reading Goal.

Directions for administering Phrase-drill Error Correction Procedure:
1. Say to the student, “Now we are going to practice some of the words you missed.”
2. Point to the first error word, say the word, and then say, “Read this after I do, <read the 2-8 word phrase containing
   the error word> Again, Again.” In essence, allow the student to read the phrase three times. Make sure the student
   points to the words being read; students will sometimes just “memorize” the phrase and repeat it. (Teachers want
   students to read, rather than recite).
3. Repeat the above procedure for all unique error words in the passage (up to 5 or until time permits).
   a. If a student makes 1 or fewer errors, practice 1-3 phrases the student read less fluently. Use the procedures
      above, except the student should be told “Now we are going to practice some words you read correctly,
      but they are difficult and we should practice them.”
4. Praise the student for every two to three sets of phrase-drills.

Directions for teacher to read passage aloud (Modeling Procedure):
1. Say to the student, “Now I am going to read today’s story to you. Please follow along with your finger, reading the
   words to yourself as I read them. Sometimes I will stop reading to make sure you are following along. When I
   stop, you need to tell me the next word in the story. If you read the correct word, this will show me you are
   reading along with me and doing your best.”
2. Read the passage at a comfortable reading rate and with good expression for approximately 1.5 minutes or until you read
   the entire passage. Make sure the student is following along with his/her finger and prompt the student to do this, if
   necessary.
3. While reading the passage, stop 5-7 times in order to have the student read the word that immediately follows the word
   you stopped at.
4. At the end of the activity, praise the student for his/her effort (as applicable).
NAME: __________________________

HELPs Program: Student Graph - Grade 3

Notes: Circle Timed Reading # and first WCPM score each time student begins a new passage. Write date below first Timed Reading of the day.
(Mark WCPM with dot; Mark WIPM with X) Only connect dots and Xs for readings of the same passage.
HELPs Program Star Chart

Student Name: ______________________

Star Chart Rules:
- When the student earns a star in the last square of each row (a total of 15 stars), he/she earns one prize from the special prize box.
- When the student earns a star in a shaded square, he/she gets to select a ticket from the Bonus Bag. The number of stars written on the selected ticket should be immediately added to the Star Chart.

Appendix F: 111

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# HELPS One-on-One Program Progress Tracking Form

**Student Name (and/or id #):** ____________________________

## Passage

<table>
<thead>
<tr>
<th>Session #</th>
<th>Teacher Name</th>
<th>Day &amp; Date</th>
<th>1st story read</th>
<th>120 WCPM on 1st reading of passage A? (Y or N)*</th>
<th>WCPM/ WIPM Timed Reading #1</th>
<th>WCPM/ WIPM Timed Reading #2</th>
<th>WCPM/ WIPM Timed Reading #3</th>
<th>Last story read</th>
<th># of Steps Forgotten</th>
<th>Student Notes and/or Steps Forgotten (if applicable)</th>
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</tbody>
</table>

* When a student does not meet his/her Reading Goal, review the Teacher's Manual (pages 56-63) to determine whether procedural modifications are needed.

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Appendix D : 107
The Bookstore

"Who wants to go to the bookstore?" Bryan’s dad asked. 10
"I do," Bryan’s sister shouted. 15
"I'm playing video games," Bryan said. 21
"Well take a break, Bryan," Dad said. "When we come back you 34
play more video games if you want to."

"But I won’t find anything fun to read," Bryan whined. "I've already 42
read everything in my classroom."

"Well it's a big store," Dad said. "I'm confident we shall find 59
something new and fun to read."

Bryan agreed to go, but he still didn't think he'd find a fun book to 77
read.

When they got to the store, Bryan still didn't think he would find 92
something he liked. But after a couple minutes, Dad said, "Look at those 106
books about insects."

"Whoa!" Bryan said. "Those are cool!" Bryan picked up a book and 122
began to read. "We don't have this book in my class." Next, Bryan saw a 149
there were so many fun books."

Dad bought two books for Bryan and two for his sister. 180
When they got home, Dad asked Bryan if he still wanted to play 193
video games.

"I think I'll finish these books first," Bryan said, quietly. 205

Reading 1 (slash errors)
Total words read per minute:
Words incorrect per minute (WIPM): 
Words correct per minute (WCPM): 

Reading 2 (underline errors)
Total words read per minute:
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Words correct per minute (WCPM): 

Reading 3 (circle errors)
Total words read per minute:
Words incorrect per minute (WIPM): 
Words correct per minute (WCPM): 

*Record score on student's Progress Tracking Form

Placing Flowers

Yesterday, I was in the yard with Mother. We planted 10
flowers. The flowers were pink, blue, and purple. They were very 21
pretty.

Mother let me pick the spots in the garden where we should 34
plant the flowers. Then she helped me dig the holes. She said the 47
holes had to be just right so that the flowers could get enough sun 61
and water. She said they could not be too close together. If they 74
are too close the flowers will not grow.

After we dug all the holes, Mother and I put the flowers 82
inside the holes. Mother showed me how to push the dirt down 94
around the flowers to make sure they would stay in place. Then I 106
pushed the dirt over the flowers. Mother said I did this perfectly. 119

After we planted all the flowers, we watered them carefully. 131
Mother and I made a beautiful garden yesterday. I can’t wait to 141
watch our flowers grow.

Reading 1 (slash errors)
Total words read per minute:
Words incorrect per minute (WIPM): 
Words correct per minute (WCPM): 

Reading 2 (underline errors)
Total words read per minute:
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Words correct per minute (WCPM): 

Reading 3 (circle errors)
Total words read per minute:
Words incorrect per minute (WIPM): 
Words correct per minute (WCPM): 

*Record score on student's Progress Tracking Form
First Anglo-Chinese War: The Beginning of the Opium Wars

The First Anglo-Chinese War began in 1839 and is considered one of the most important historical events in the history of China. At that time, Britain wanted to acquire Chinese products such as silk and porcelain. However, China's trading laws made it impossible for foreign countries to get Chinese materials at low prices. Thus, Britain developed a plan to turn the situation around. They decided to trade opium with China.

Opium in small doses was, at that time, helpful as one ingredient in medicine. But in large doses opium was a highly addictive and harmful drug. By trading opium with China, this drug soon became the product that China bought most from Britain. As a result, Britain was now able to get the products they wanted from China.

When the leaders of China realized that many people in their country were addicted and very harmed by this drug, the leaders stopped exchanging things with Britain. After numerous legal issues and continuing conflicts, a war finally broke out between Britain and China. This incident in history illustrates just one of several examples where the strong desire for money and resources can harm a large number of people.

Reading 1 (slash errors)
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Reading 2 (underline errors)
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Reading 3 (circle errors)
Total words read per minute:
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Ruben Dario (1867 - 1916)

Ruben Dario was a poet from the Central American country of Nicaragua. Dario was probably best known for his early influence of a movement known as modernism. Put most simply, modernism encouraged individuals to think differently from traditions, norms, and commonly held beliefs. Modernism supported different ways of thinking so that human beings could make progress and live better lives. To encourage new and different ways of thinking, Dario used artistic expression through poetry.

Dario learned how to read when he was three years old and began to write shortly after. Dario even published his first writing in a newspaper when he was only thirteen years old. This earned him the nickname of “child poet” by writers in his country.

Throughout his career as a poet, Dario traveled to many countries and was admired by many, including artists and politicians. Because Dario's poems often challenged traditional beliefs, some politicians did not like his way of thinking. However, Dario's poems ultimately helped people to challenge norms and feel proud for doing so. Today in Nicaragua, many streets and buildings are named in honor of Dario and his many accomplishments.

Reading 1 (slash errors)
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Reading 2 (underline errors)
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Reading 3 (circle errors)
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