Hello there!

Hi, I'm Jen Bengel, the creator behind the Out of This World Literacy™ curriculum. I started developing these resources in 2012 while working as a Literacy Collaborative Coordinator, driven by a passion to support teachers with meaningful, research-based materials.

At the time, I was leading a lot of theory-heavy professional development, but the teachers I worked with were craving practical, ready-to-use support. So, I spent that summer—yes, in my pajamas!—writing the very first reading and writing unit. And just like that, Out of This World Literacy™ was born!

I specialize in designing literacy resources for older students who need continued support with foundational reading skills. My materials are thoughtfully created to be age-appropriate, respectful, and engaging—never babyish. My goal is to empower striving readers by helping them build confidence, strengthen their skills, and experience success without shame. I believe every learner deserves the dignity of materials that honor where they are and support where they're going.

My Educational Background Includes:

1. A **Bachelors Degree** in Elementary Education (K-8)
   *** University of Wisconsin-Oshkosh*
2. A **Graduate Degree** in Reading Education (K-12)
   *** University of South Alabama*
3. A **Post-Graduate Degree** as a Literacy Collaborative Coordinator.
   *** I trained with Irene Fountas and her colleagues at Lesley University in Cambridge, MA*

Ever since I began OOTWL, my motto has always been...

Every student who learns from a resource I've created is MY STUDENT too.

I deeply value the responsibility of supporting teachers as they educate students around the world. It's truly an honor to partner with you, and I'm so grateful for the opportunity to help make this your best year yet!

Happy Teaching!

Jen Bengel



Professional Development Inquiries

https://www.youtube.com/@JenBengel

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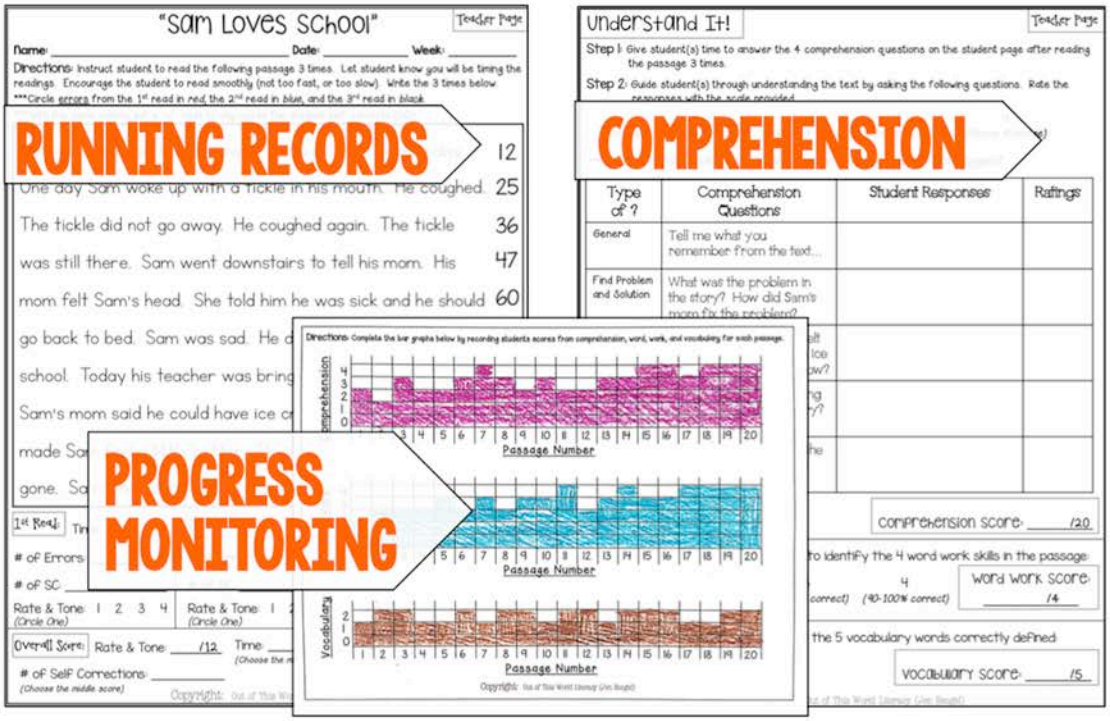
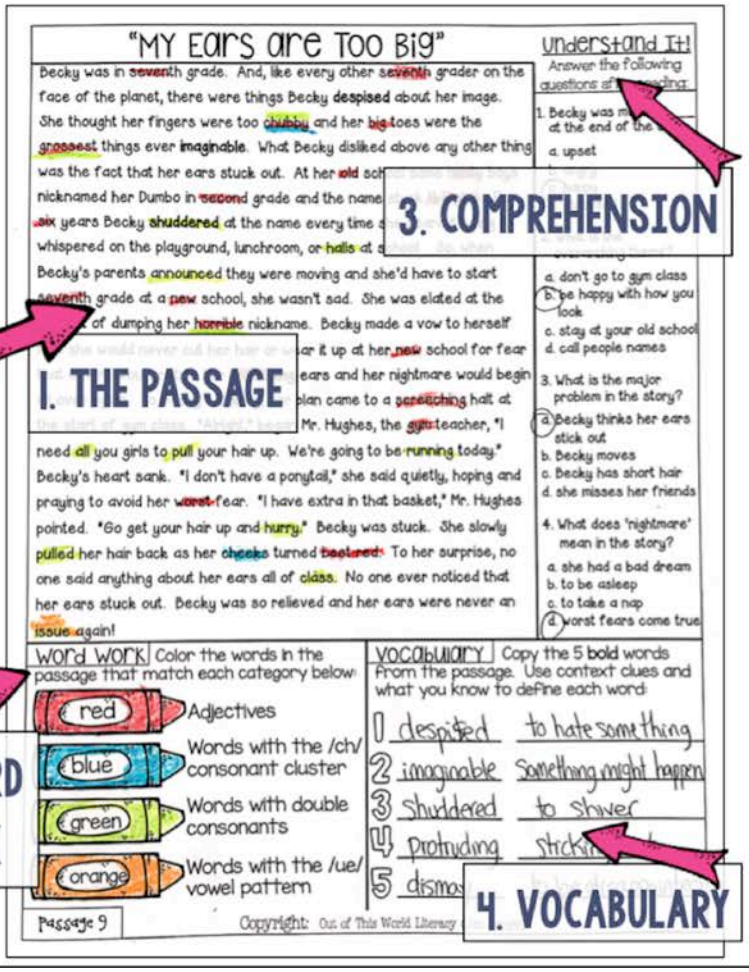
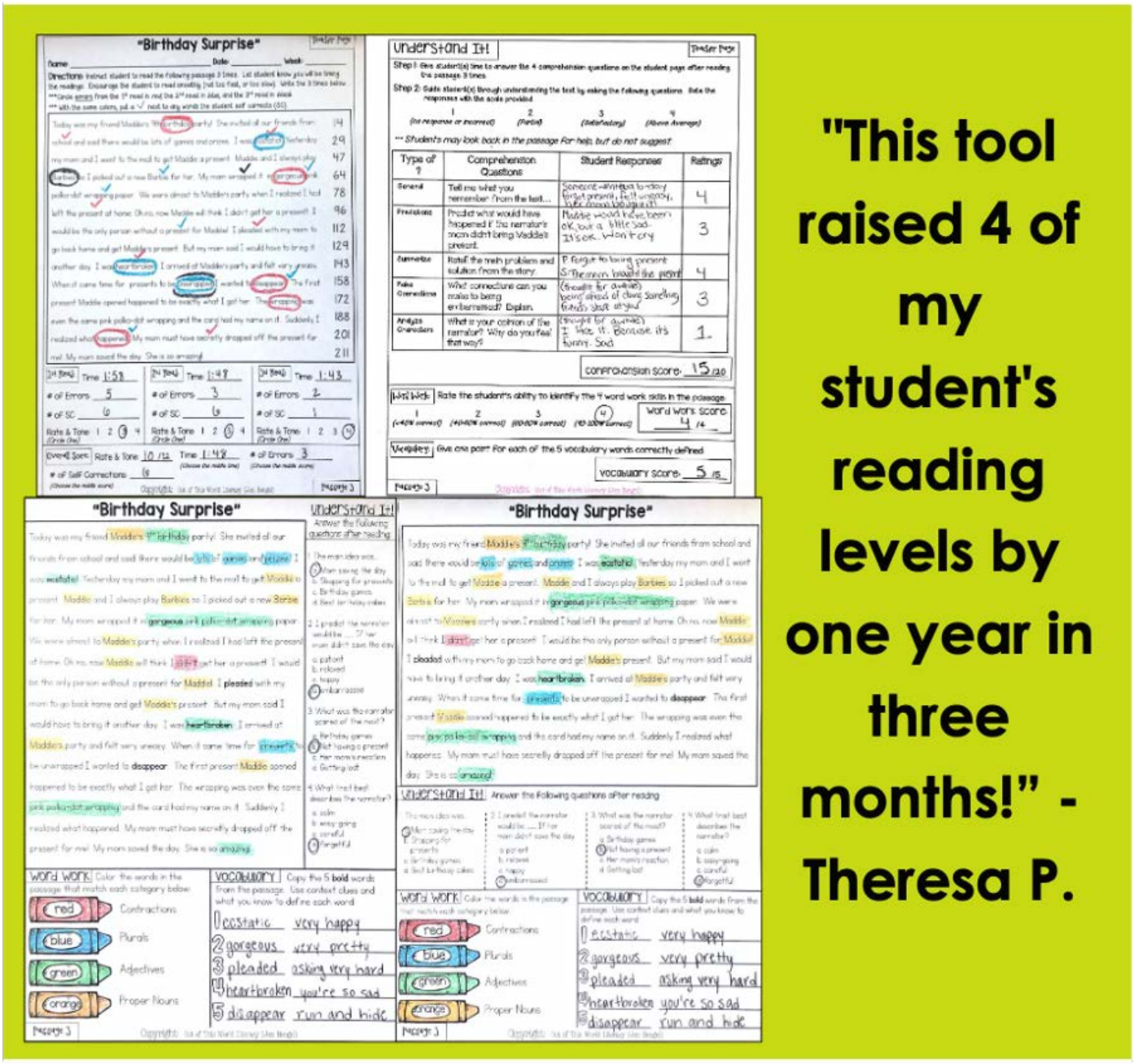
FREE INTERVENTIONS!





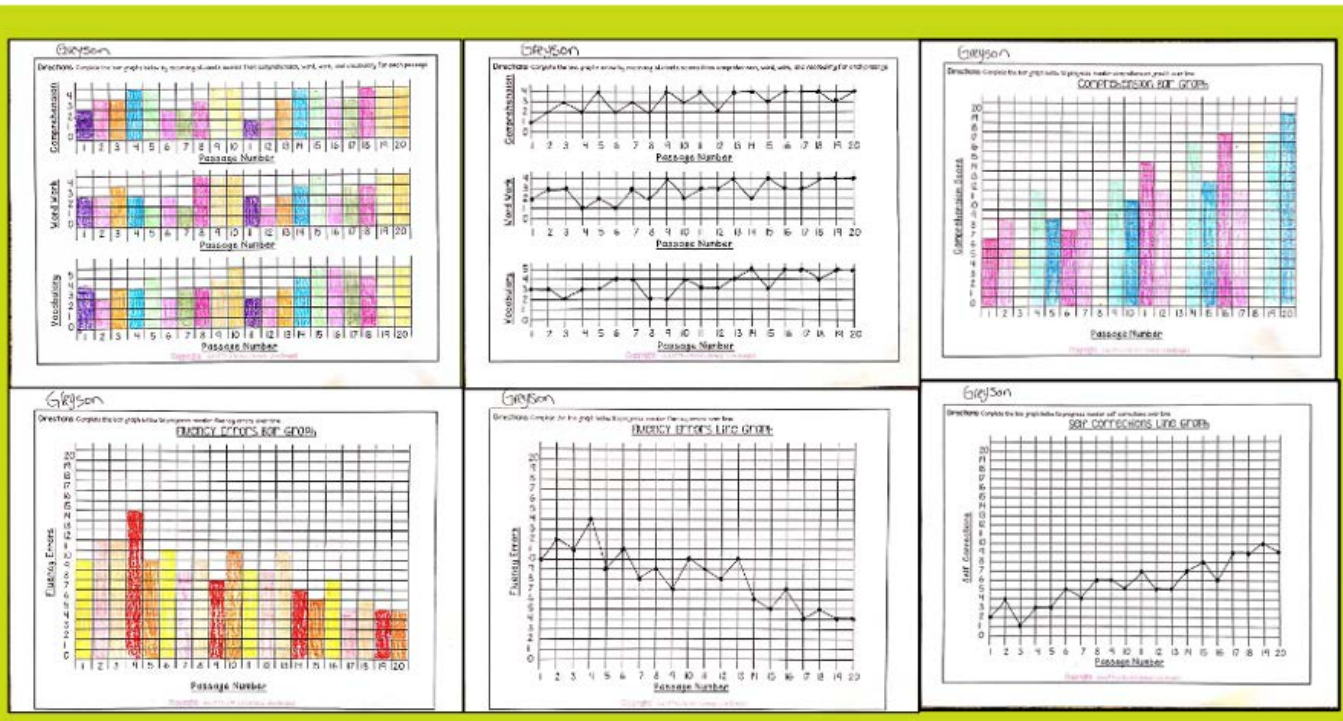
Out of this World LITERACY

If you're spending more time *planning for interventions* than *teaching interventions*, something needs to change.



CLICK HERE

This program has **everything covered**—from decoding to comprehension—so you don't have to piece resources together. You'll know that students are getting the repeated, structured practice they need to actually move forward as readers.

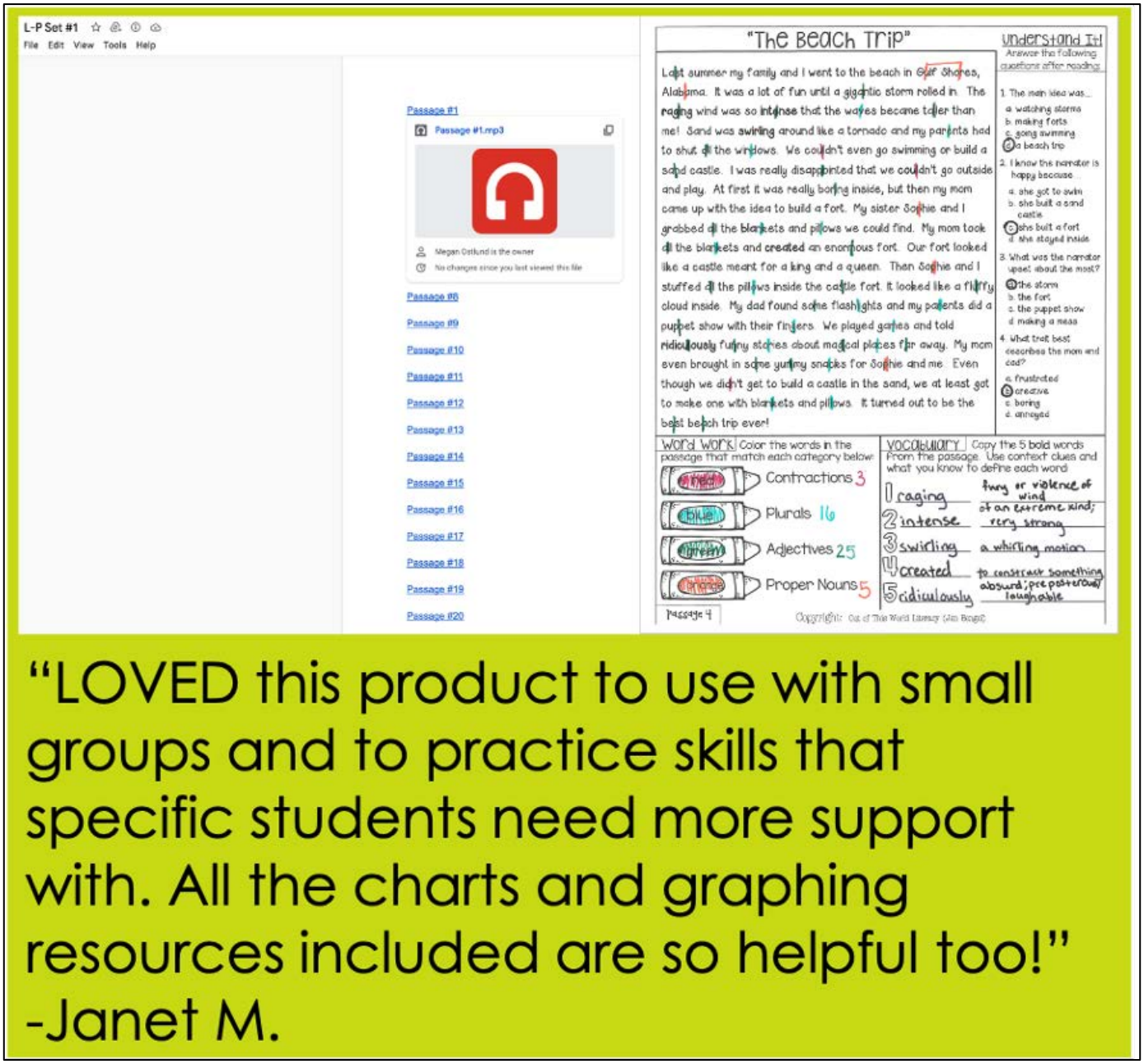


"You have made my **progress monitoring a million times easier**. I know these are for RTI but these will be a **great way for me to document growth/progress toward IEP goals for specific skills.** Thank you times a million!!!!!!" –R V

CLICK HERE

Students practice skills where reading actually happens.

Skills aren't isolated on worksheets—they're applied inside real text, so learning transfers.



"LOVED this product to use with small groups and to practice skills that specific students need more support with. All the charts and graphing resources included are so helpful too!"
-Janet M.

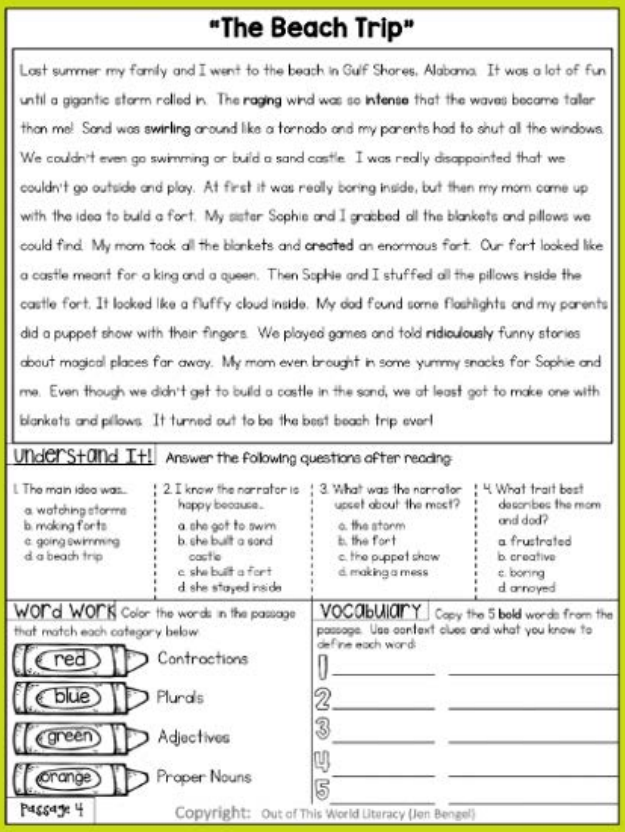
CLICK HERE

The routine does the heavy lifting—not you.

A predictable structure means less explaining, faster transitions, and more time actually teaching.

"My **students were very proud** of themselves as they **could DAILY see improvements** in reading when using this resource!"

"It helped them to **read more carefully and attentively** to all the words they see and not simply guess."



"The Beach Trip"

Last summer my family and I went to the beach in Gulf Shores, Alabama. It was a lot of fun until a gigantic storm rolled in. The **raging** wind was so **intense** that the waves became taller than me! Sand was **swirling** around like a tornado and my parents had to shut all the windows. We couldn't even go swimming or build a sand castle. I was really disappointed that we couldn't go outside and play. At first it was really boring inside, but then my mom came up with the idea to build a fort. My sister Sophie and I grabbed all the blankets and pillows we could find. My mom took all the blankets and **created** an enormous fort. Our fort looked like a castle meant for a king and a queen. Then Sophie and I stuffed all the pillows inside the castle fort. It looked like a fluffy cloud inside. My dad found some flashlights and my parents did a puppet show with their fingers. We played games and told **ridiculously** funny stories about magical places far away. My mom even brought in some yummy snacks for Sophie and me. Even though we didn't get to build a castle in the sand, we at least got to make one with blankets and pillows. It turned out to be the best beach trip ever!

Understand It! Answer the following questions after reading.

1. The main idea was...
   a. watching storms
   b. making forts
   c. going swimming
   d. a beach trip

2. I know the narrator is happy because...
   a. she got to swim
   b. she built a sand castle
   c. she built a fort
   d. she stayed inside

3. What was the narrator upset about the most?
   a. the storm
   b. the fort
   c. the puppet show
   d. making a mess

4. What trait best describes the mom and dad?
   a. frustrated
   b. creative
   c. boring
   d. annoyed

Word Work Color the words in the passage that match each category below.

- red — Contractions
- blue — Plurals
- green — Adjectives
- orange — Proper Nouns

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Passage 4

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I liked it because it gave me **something tangible to do with little prep for struggling readers** who were behind in reading by 2 or more grade levels." - Perry M.

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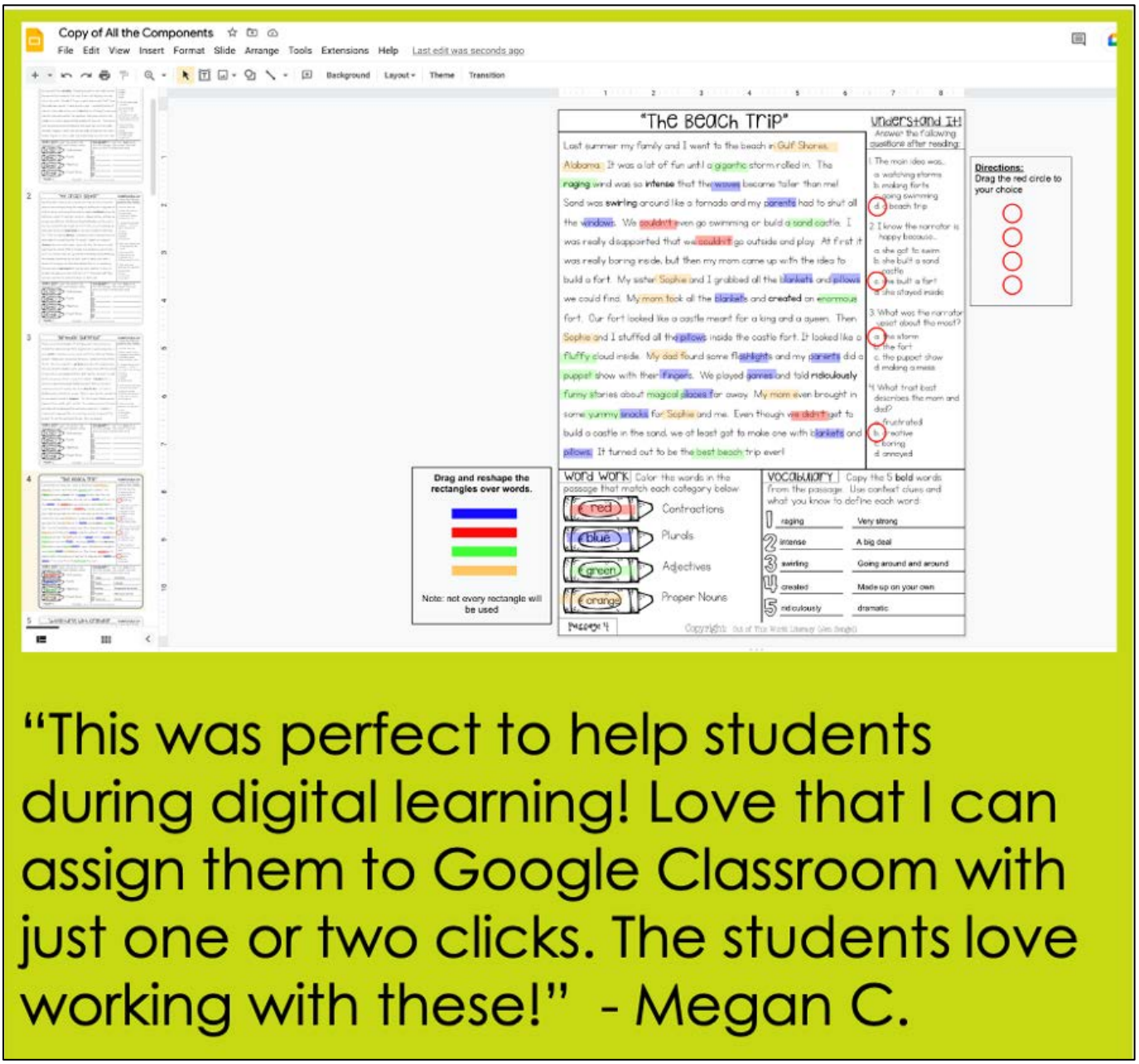
You can start intervention immediately—no setup spiral.

Open the resource, follow the structure, and teach. That's it.



"This was perfect to help students during digital learning! Love that I can assign them to Google Classroom with just one or two clicks. The students love working with these!" - Megan C.

CLICK HERE

⭐ What's Included in EACH Intervention Set:

1. 20 reading passages with appropriate content and language for the level range.

2. Reading passages in 5 different student-friendly formats

3. Teacher/tutor fluency page with clear directions, running record with word count and space for scoring fluency skills.

4. Targeted Comprehension questions for each passage

5. Targeted Word Work activities for each passage

6. 5 Bolded vocabulary in each passage, with space for students to define each word. (2 words in the A-D set)

7. Teacher/tutor comprehension, word work, and vocabulary instruction pages with space to collect data and additional comprehension questions for guided instruction.

8. Progress monitoring pages for teachers/tutors to track student growth with fluency, comprehension, word work, and vocabulary.

9. Complete answer keys.

10. Google classroom digital versions.

11. MP3 AUDIO RECORDINGS INCLUDED

CLICK HERE

COMMON QUESTIONS:

Q: Are each of the passages leveled separately?

A: Each passage is not leveled separately. I believe students can read on more than just one reading level. I think we limit our kids when we place them on only one level. That is why each set is a 'range' of 3-4 levels. If your students struggle reading the passage independently, it's a perfect opportunity for reading instruction and modeling of reading to occur! ☺

Q: Is this program research based?

A: Yes! A pilot team spent 2 years researching the program. They used the program in a variety of ways and reported data.

CLICK HERE TO SEE THE RESEARCH RESULTS

The program was designed after careful research in the best practices in reading instruction. Multiple professional development resources created from decades of research were studied and used as theoretical foundations to the program. The comprehension, word work, and vocabulary are all designed to specifically match the learning needs of readers at each level range.

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COMMON QUESTIONS:

Q: Can parents do this at home?

A: Absolutely! The program is designed with careful instructions so that parents, aids, and school volunteers can easily administer and assess students' reading skills. It is very easy to follow! Even students can work independently or with partners after they complete a few passages.

Q: What reading program are you using for your levels?

A: I use Fountas and Pinnell for my reading levels. If you use a different program you can match it up with the conversion chart found here.

Q: Are there answer keys provided?

A: Yes! There are answer keys for each of the comprehension questions in every passage.

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COMMON QUESTIONS:

Q: How many of the passages are fiction? Nonfiction?

A: In almost all the sets it is a 50/50 split, with 10 passages being fiction and 10 being nonfiction. There are fantasy, realistic fiction, biographies, informational, and content specific passages to name a few. The passage topics were carefully matched to common interests and understandings of students at each level.

Q: About how long are the passages?

A: The passage lengths vary by their range. Here is a breakdown of passage lengths by levels:

Levels A-D >> 50-65 words
Levels E-G >> 95-125 words
Levels H-K >> 140-170 words
Levels L-P >> 200-240 words
Levels Q-T >> 255-320 words
Levels U-W >> 255-320 words
Levels X-Z >> 255-320 words

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COMMON QUESTIONS:

Q: What is the difference between the first and fifth set in every level range.

A: As far as the levels and passage difficulty, there is no difference from set one to set five. The sets do NOT get increasingly more difficult from set one to set five. The difference in each set is 20 new reading passages, along with different comprehension, word work and vocabulary skills to practice.

Q: Do you use a new passage every day?

A: You can! But, you do not have to. The program is designed to be used in many ways (see 'Ways to Use the Program'). Some teachers chose to focus on one passage for an entire week, while others move into a new passage each day. It truly depends on your schedule, and the learning needs of your students!

Q: Do the students complete the student page independently?

A: They can, but if they need help, you can certainly do so. It is totally open to your students' needs how you would like them to complete the work each day! Every classroom will be slightly different based on what works best for them! ☺

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COMMON QUESTIONS:

Q: How did you determine that the passages fit in each level range?

A: I used a combination of four things to determine that each passage was appropriate for the range it is in. First, I researched the Continuum of Literacy Learning by Fountas and Pinnell. I studied what readers can and cannot do at each of the guided reading levels in the Continuum. Second, I compared the passages to other texts at those levels to be sure the text difficulty, content, and sentence structures were appropriate. Third, I used the Fry Readability Scale to calculate each passage's grade level. And finally, I used my training, experience, and understanding in theory as a Literacy Collaborative Coordinator to verify that the passages were appropriate for each level range.

Q: How can I gauge progress monitoring if the passages don't have one reading level?

A: This is a really great question. As I've said before, I believe kids are more than capable to perform on a range of levels, not just one. I use the progress monitoring data not so much to put them on one level as I do to see reading growth. I look at how they are growing in their comprehension, word work, vocabulary, and fluency skills. When I see growth in these key reading areas, I know they are becoming stronger readers, regardless of the text level. I know many teachers who use the program and progress monitor these skills. Then, they take a quarterly benchmark assessment with a leveled standardized program and see huge growth!

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COMMON QUESTIONS:

Q: Is this evidence-based as well as research-based?

A: The quantitative data I've shared in this resource is the research based validity. I've also used numerous qualitative data sources to ensure evidence based as well, including consulting several professional development resources throughout the 15 months I wrote the program, relying on my own and other colleagues professional expertise as Literacy Collaborative Coordinators, and measuring appropriateness with a variety of scales, including the Fry Readability Scale and the Fountas and Pinnell Continuum of Literacy Learning. I hope this helps!

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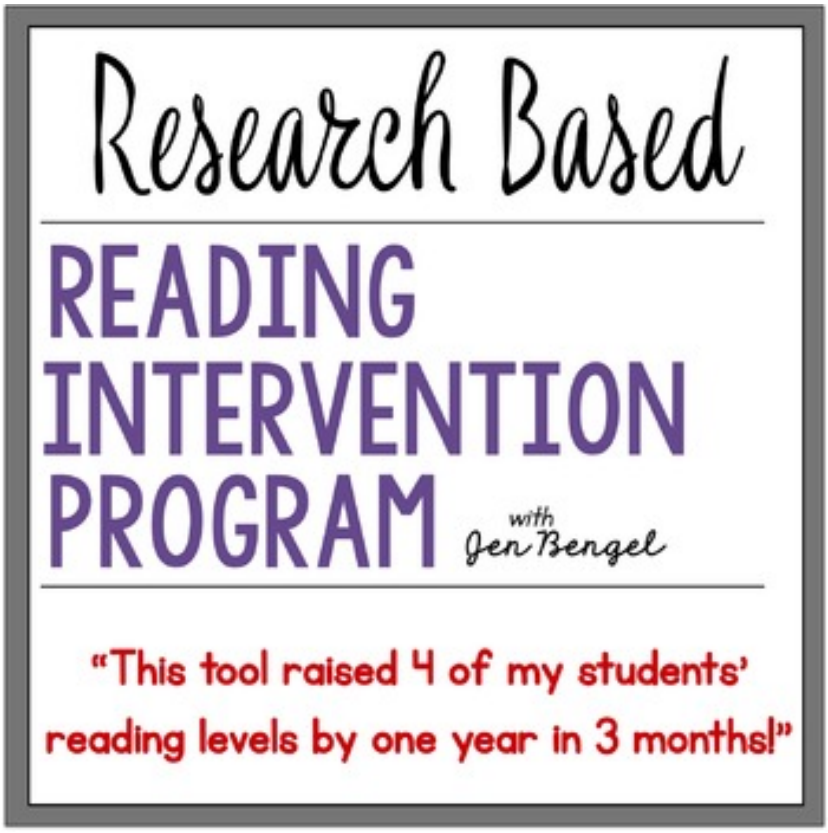

CLICK HERE TO SEE THE RESEARCH NOW

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WAYS TO USE THE PROGRAM:

Below is just an example list of all the ways you can use the Reading Intervention Program. There are likely even many more ways that are not listed! ☺

1. As a daily tier 2 reading intervention (as a small group of 3-4 students 1 year below reading grade level)
2. As a daily tier 3 intensive one-on-one reading intervention (most often with students 2+ years below reading grade level)
3. As a tier 2 ADVANCED intervention (as a small group of advanced, or gifted students who are above their grade's reading level)
4. In literacy centers for extra reading practice
5. In guided reading groups for a structured tier 1 program
6. Administered by aids or school volunteers either daily or a few times a week to small groups or one-on-one.
7. As homework practice on reading. As a way for kids to simply spend more time reading and thinking about their reading.
8. One passage due per week
9. In a literature circle, where students from the same reading level range read and discuss the passage
10. In a reading partner setting during reading workshop
11. As a whole group, using the comprehension skills as mini lesson topics

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WHAT TEACHERS ARE SAYING:

"You have made my progress monitoring a million times easier. I know these are for RTI but these will be a great way for me to document growth/progress toward IEP goals for specific skills. Thank you times a million!!!!!!"

"These have been a great tool in my special education classroom!"

"This is a great resource for progress monitoring. Thank you!"

"THANK YOU FOR THIS! I AM USING IT WITH MY SECOND GRADE INTERVENTION GROUP. THEY LOVE IT AND I LOVE THAT I CAN EASILY TRACK THEIR PROGRESS."

"I am using this as an intervention with one of my struggling third grade readers. I love that it is so easy to prep and use."

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WHAT TEACHERS ARE SAYING:

"Such a great resource. I'm using it with 5 kids during centers. It perfect for 20 minutes. I also use it during my after school tutoring group. Using it with my 3/4 combo."

"Love. Makes my life so much easier and gain valuable insight into their reading"

"So far these are perfect! They are just what I need to fuel my small groups and saves me SO much time!"

"Used with my RTA summer group and had 4 out of 10 kids go from a level E to a P!"

"These are going to help so much with my tutoring group! Thank you for all the work you put into this"

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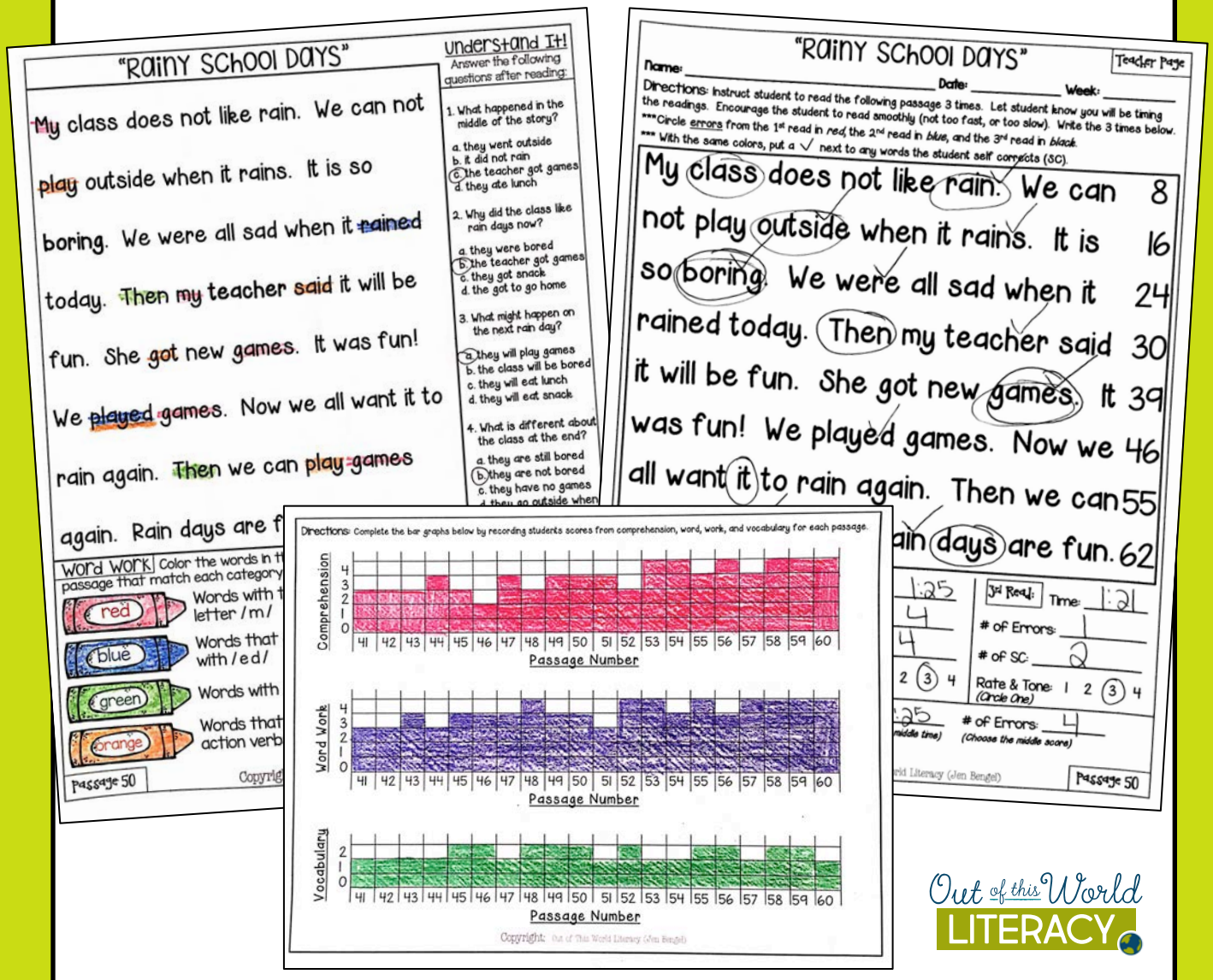
READING INTERVENTION

7 Reading Passages



Out of this World LITERACY

"Tips for Fluency"

Teacher Page

The following are tips for administering and scoring the fluency portion of the intervention program

Tip #1: If a student gets stuck on a word, wait 3 seconds and then tell the student the word. Circle the word as an error. This will also impact the student's Rate and Tone score.

Tip #2: If a student repeats a word, it is not an error. But it will likely affect the student's Rate and Tone score.

Tip #3: If a student reads a word incorrectly, it counts as an error. Circle the word. This will impact both the Rate and Tone score and likely some comprehension.

Tip #4: If a student adds a word that is not part of the passage, write the word in and count that as an error.

Tip #5: If a student reads a word incorrectly and then goes back to fix the word, it does not count as an error. It is called a self-correction. Put a √ next to the word. SC are great because it tells us that the student recognized the original word did not fit and it needed to be fixed to have the text make sense.

Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

Tip #7: For scoring the Rate and Tone, consider the flow of the reading by asking yourself the following questions;

1. Did the reader repeat a lot of words or phrases?
2. Did the reader pause at commas and stop at periods?
3. Were there many unnatural pauses and breaks?
4. Did the reader read too fast? Too slow?

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Reading Level Range A-D

Reading Level Range E-G

Reading Level Range H-K

Reading Level Range L-P

Reading Level Range Q-T

Reading Level Range U-W

Reading Level Range X-Z

Reading Intervention: Suggested Teaching Levels

*** Match student's current grade with his/her reading level to find the intervention range needed.

	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	High School
More than 2 years below grade level				A-D	E-G	H-K	L-P	L-P	Q-T	Q-T
2 years below grade level		A-D	A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W
1 year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W	U-W
Half a year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	U-W	U-W	U-W
On Grade Level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	U-W	X-Z
Half a year above grade level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z
1 year above grade level	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z
2+ years above grade level	E-G	L-P	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z

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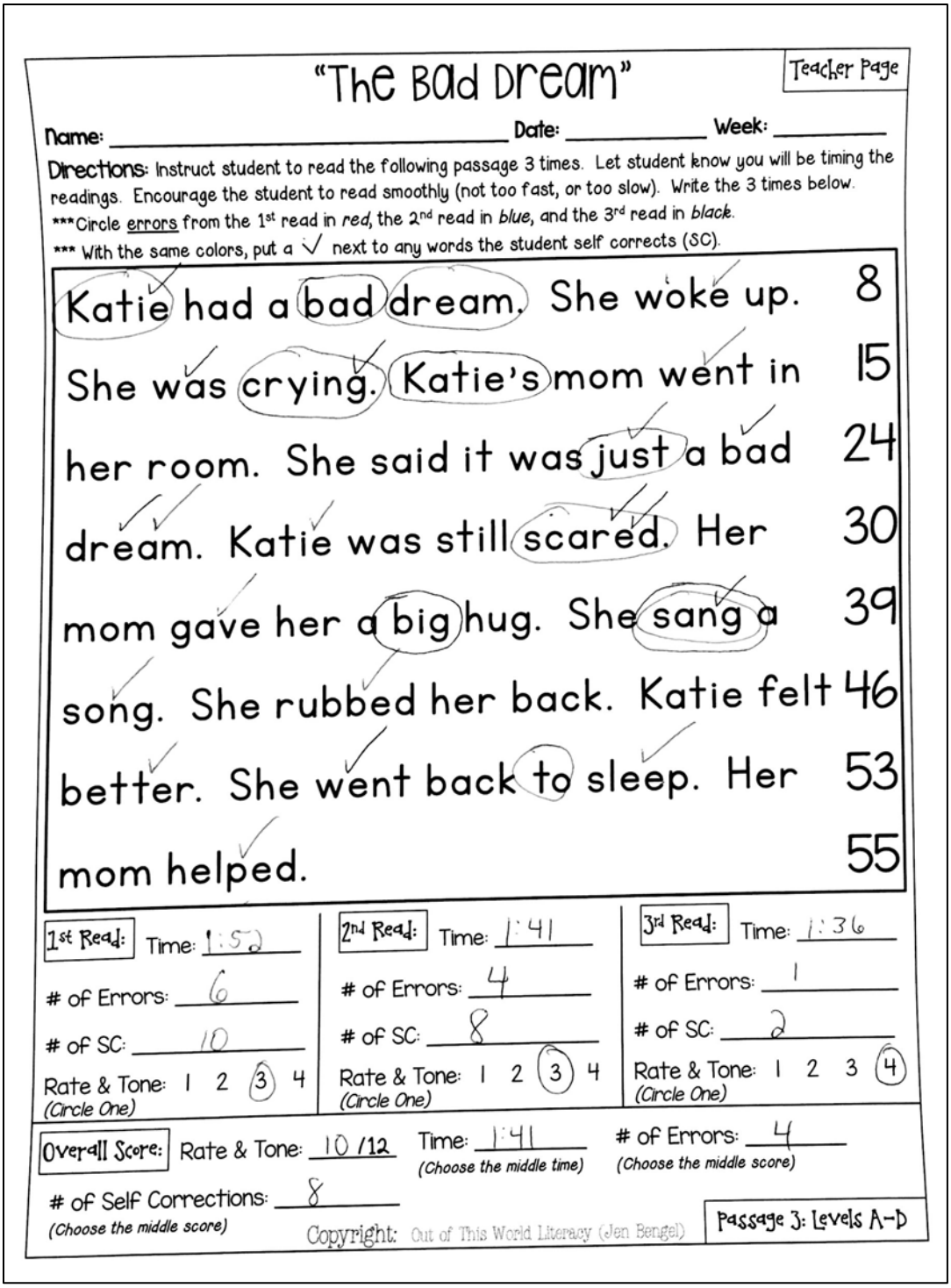
Completed fluency teacher page



"The Bad Dream"

Teacher Page

Name: _____ Date: _____ Week: _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a √ next to any words the student self corrects (SC).

Katie had a bad dream. She woke up. 8

She was crying. Katie's mom went in 15

her room. She said it was just a bad 24

dream. Katie was still scared. Her 30

mom gave her a big hug. She sang a 39

song. She rubbed her back. Katie felt 46

better. She went back to sleep. Her 53

mom helped. 55

1st Read:	2nd Read:	3rd Read:
Time: 1:52	Time: 1:41	Time: 1:36
# of Errors: 6	# of Errors: 4	# of Errors: 1
# of SC: 10	# of SC: 8	# of SC: 2
Rate & Tone: 1 2 (3) 4 (Circle One)	Rate & Tone: 1 2 (3) 4 (Circle One)	Rate & Tone: 1 2 3 (4) (Circle One)

Overall Score: Rate & Tone: 10/12 Time: 1:41 (Choose the middle time) # of Errors: 4 (Choose the middle score)

# of Self Corrections: 8 (Choose the middle score)

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Passage 3: Levels A-D

3 running records on one page!

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Completed Comprehension Teacher Page

Understand It!

Teacher Page

Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.

Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1 *(no response or incorrect)* 2 *(Partial)* 3 *(Satisfactory)* 4 *(Above Average)*

••• Students may look back in the passage for help, but do not suggest.

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...	Katie had a bad dream. She was scared. Her mom helped.	3
Identify Character Traits	How would you describe Katie from the story? Tell me more...	She is scared. She has bad dreams... her mom is nice and helps	3
Text-to-Self Connections	What do you think about bad dreams? Why do you feel that way?	I do not like them! I have bad dreams and I sleep with my mom & dad. They're scary!	4
Share Opinions of a Story	What do you think about this story? Tell me more...	I think it is good..... It tells kids how to get help for bad dreams.	4
Describe the Beginning	What was the first thing that happened in the story? How do you know?	Katie had a bad dream. I looked at the story	4

Comprehension Score: 17 /20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1 *(<40% correct)* 2 *(40-60% correct)* 3 *(60-80% correct)* (4) *(90-100% correct)*

Word Work Score: 4 /4

Vocabulary: Give one point for each of the 5 vocabulary words correctly defined:

Vocabulary Score: 5 /5

Passage 3

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Collect data for comprehension, word work, and vocabulary!!

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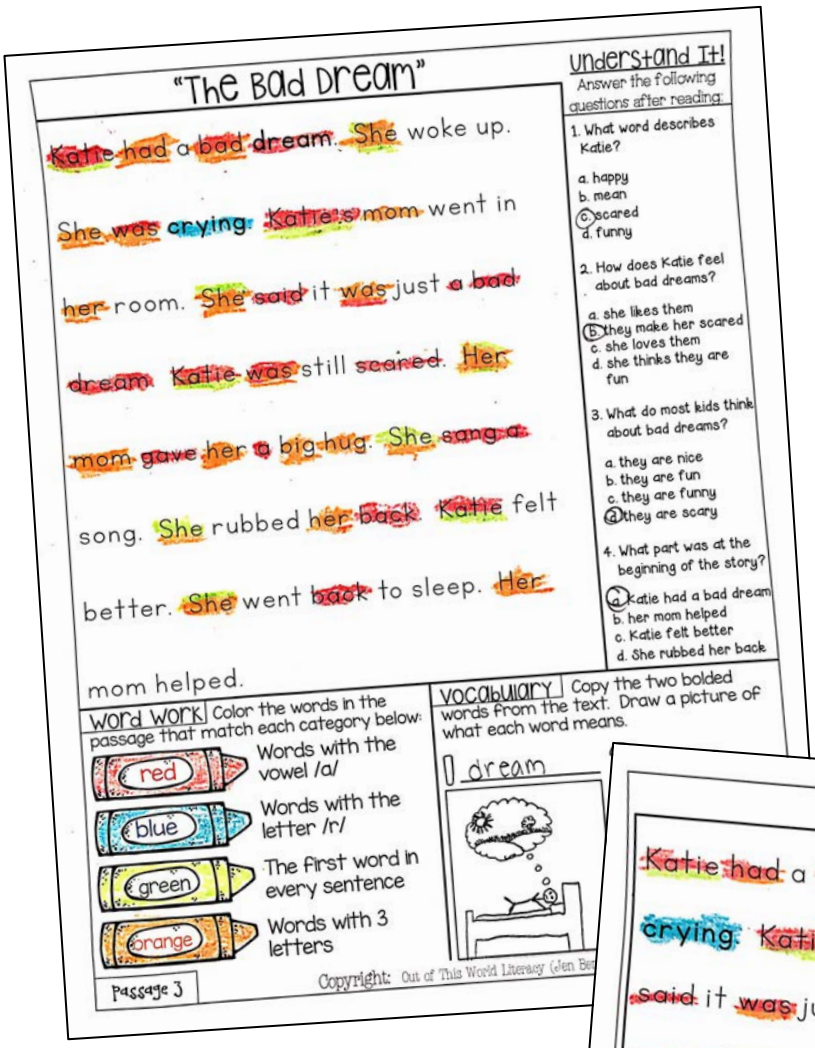
Completed Student Sample Pages


"The Bad Dream"

Katie had a bad dream. She woke up. She was crying. Katie's mom went in her room. She said it was just a bad dream. Katie was still scared. Her mom gave her a big hug. She sang a song. She rubbed her back. Katie felt better. She went back to sleep. Her mom helped.

Understand It! Answer the following questions after reading:

1. What word describes Katie?
a. happy
b. mean
c. scared
d. funny

2. How does Katie feel about bad dreams?
a. she likes them
b. they make her scared
c. she loves them
d. she thinks they are fun

3. What do most kids think about bad dreams?
a. they are nice
b. they are fun
c. they are funny
d. they are scary

4. What part was at the beginning of the story?
a. Katie had a bad dream
b. her mom helped
c. Katie felt better
d. She rubbed her back

Word Work Color the words in the passage that match each category below:
- red — Words with the vowel /a/
- blue — Words with the letter /r/
- green — The first word in every sentence
- orange — Words with 3 letters

Vocabulary Copy the two bolded words from the text. Draw a picture of what each word means.

1 dream

Passage 3

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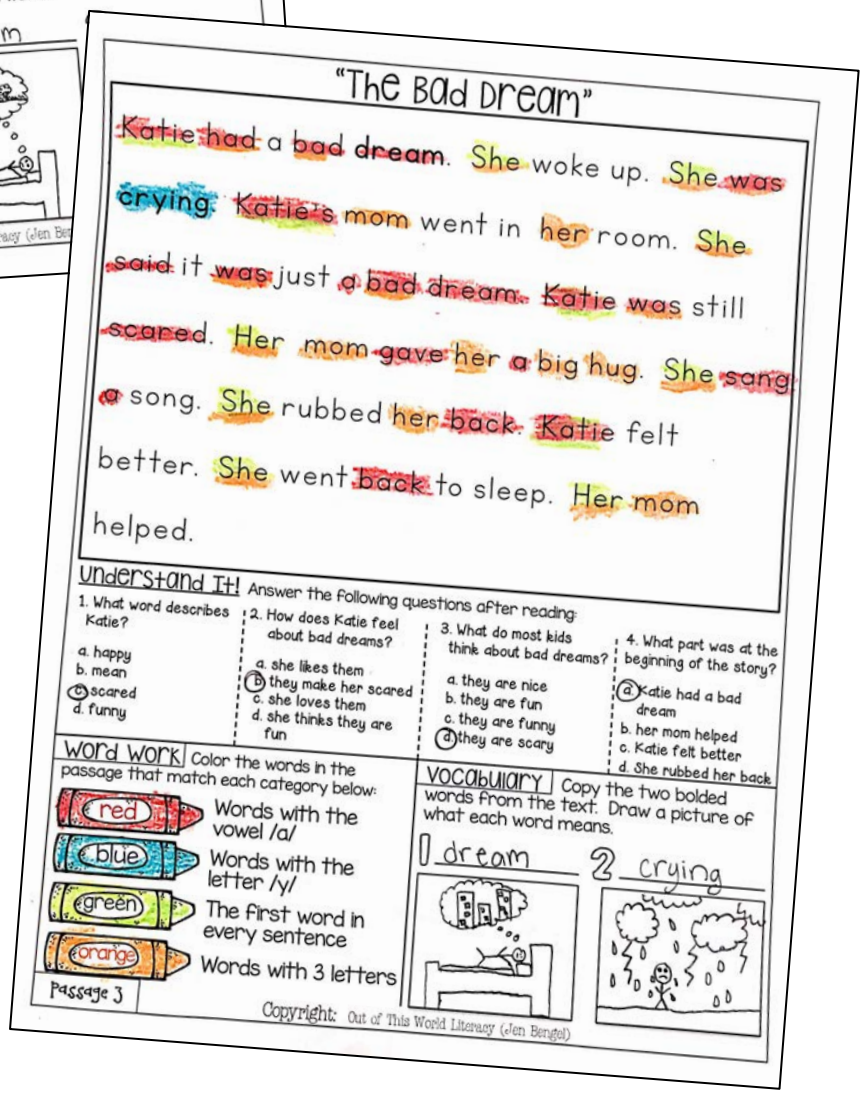
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Katie had a bad dream. She woke up. She was crying. Katie's mom went in her room. She said it was just a bad dream. Katie was still scared. Her mom gave her a big hug. She sang a song. She rubbed her back. Katie felt better. She went back to sleep. Her mom helped.

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- red — Words with the vowel /a/
- blue — Words with the letter /y/
- green — The first word in every sentence
- orange — Words with 3 letters

Vocabulary Copy the two bolded words from the text. Draw a picture of what each word means.

1 dream

2 crying

Passage 3

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Available in 5 formats!

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One Passage from Level Range

A-D

"Intervention by Grade Level"

The reading passages in this program are leveled at a end of Kindergarten/beginning of first grade average reading level. They all fall within Fountas and Pinnell's levels A-D.

Below are suggestions for which students at each grade level would greatly benefit from this program.

Kindergarten: Students who are reading and comprehending slightly above grade level (beginning of year) or on grade level (mid-end of the year) would benefit from an advanced intervention with this program.

Grade 1: Students reading slightly below grade level (beginning of year) or .5-1 year behind (end of year) would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

Grade 2: Students reading and/or comprehending 1-2 year below grade level would benefit from this intervention.

Grade 3: Students reading and/or comprehending 2-3 years below grade level would benefit from this intervention.

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"I Can Read"

Teacher Page

Name: _____ **Date:** _____ **Week:** _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

I am Sam. I can read. I like to read.	10
Reading is fun. I can learn so many	18
new things. I am happy that I can	26
read. My teacher says I am smart.	33
When I read, I feel good. It was hard	42
to learn to read. But I am so glad	51
that I did it. I like funny books.	59
Reading is so much fun!	64

1st Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

2nd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

3rd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

Overall Score: Rate & Tone: ____/12 Time: _____ *(Choose the middle time)* # of Errors: _____ *(Choose the middle score)*

# of Self Corrections: _____ *(Choose the middle score)*

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Understand It!

Teacher Page

Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.

Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(Above Average)*

**** Students may look back in the passage for help, but do not suggest.*

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text…		
Identify Character Traits	How would you describe Sam from the story? Tell me more…		
Text-to-Self Connections	What do you think about reading? Why do you feel that way about reading?		
Share Opinions of a Story	What do you think about this story? Tell me more…		
Describe the Beginning	What was the first thing that happened in the story? How do you know?		

Comprehension Score: _____/20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1	2	3	4
(<40% correct)	*(40-60% correct)*	*(60-80% correct)*	*(90-100% correct)*

Word Work Score: _____/4

Vocabulary: Give one point for each of the 2 vocabulary words correctly defined:

Vocabulary Score: _____/2

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"I Can Read"

I am Sam. I can **read**. I like to read. Reading is fun. I can learn so many new things. I am **happy** that I can read. My teacher says I am smart. When I read, I feel good. It was hard to learn to read. But I am so glad that I did it. I like funny books. Reading is so much fun!

Understand It!

Answer the following questions after reading:

1. What word describes Sam?
   a. sad
   b. mad
   c. happy
   d. bad

2. How does Sam feel about reading?
   a. it is fun
   b. it is not fun
   c. it makes her sad
   d. it makes her tired

3. The story...
   a. is not nice
   b. says reading is fun
   c. is not about reading
   d. says reading is bad

4. What part was at the beginning of the story?
   a. I like funny books
   b. I feel good
   c. reading is so much fun
   d. I can read

Word Work

Color the words in the passage that match each category below:



Words with the vowel /a/



Words with the letter /r/



The first word in every sentence



Words with 3 letters

Vocabulary

Copy the two bolded words from the text. Draw a picture of what each word means.

1 _____ 2 _____

Passage 1

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"I Can Read"

I am Sam. I can **read**. I like to read. Reading is fun. I can learn so many new things. I am **happy** that I can read. My teacher says I am smart. When I read, I feel good. It was hard to learn to read. But I am so glad that I did it. I like funny books. Reading is so much fun!





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"I Can Read"

I am Sam. I can **read**. I like to read. Reading is fun. I can learn so many new things. I am **happy** that I can read. My teacher says I am smart. When I read, I feel good. It was hard to learn to read. But I am so glad that I did it. I like funny books. Reading is so much fun!

Understand It! Answer the following questions after reading:

1. What word describes Sam?
   a. sad
   b. mad
   c. happy
   d. bad

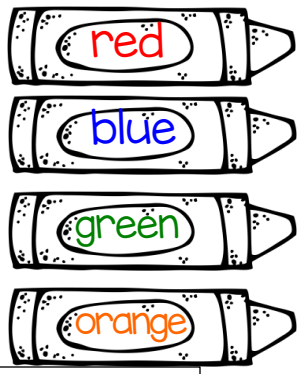
2. How does Sam feel about reading?
   a. it is fun
   b. it is not fun
   c. it makes her sad
   d. it makes her tired

3. The story...
   a. is not nice
   b. says reading is fun
   c. is not about reading
   d. says reading is bad

4. What part was at the beginning of the story?
   a. I like funny books
   b. I feel good
   c. reading is so much fun
   d. I can read

Word Work

Color the words in the passage that match each category below:



Words with the vowel /a/

Words with the letter /y/

The first word in every sentence

Words with 3 letters

Vocabulary

Copy the two bolded words from the text. Draw a picture of what each word means.

1 _____ 2 _____

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"I Can Read"

I am Sam. I can **read**. I like to read. Reading is fun. I can learn so many new things. I am **happy** that I can read. My teacher says I am smart. When I read, I feel good. It was hard to learn to read. But I am so glad that I did it. I like funny books. Reading is so much fun!

Understand It!

Answer the following questions after reading:

1. What word describes Sam?
   a. sad
   b. mad
   c. happy
   d. bad

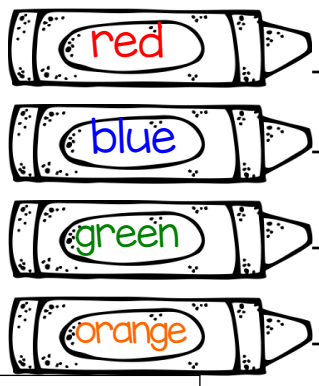
2. How does Sam feel about reading?
   a. it is fun
   b. it is not fun
   c. it makes her sad
   d. it makes her tired

3. The story...
   a. is not nice
   b. says reading is fun
   c. is not about reading
   d. says reading is bad

4. What part was at the beginning of the story?
   a. I like funny books
   b. I feel good
   c. reading is so much fun
   d. I can read

Word Work

Write a word work category next to each crayon below. Then, color the words in the passage that match each category:



Vocabulary

Copy the two bolded words from the text. Draw a picture of what each word means.

1 _____ 2 _____

Passage 1

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"I Can Read"

Name: _____ Date: _____ Week: _____

I am Sam. I can read. I like to read.	10
Reading is fun. I can learn so many	18
new things. I am happy that I can	26
read. My teacher says I am smart.	33
When I read, I feel good. It was hard	42
to learn to read. But I am so glad	51
that I did it. I like funny books.	59
Reading is so much fun!	64

Fluency Practice: Read the passage for 1 minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
1st Attempt				
2nd Attempt				
3rd Attempt				

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One Passage from Level Range

E-G

"Intervention by Grade Level"

The reading passages in this program are leveled at a first grade beginning of the year average reading level. They all fall within Fountas and Pinnell's levels E-G.

Below are suggestions for which students at each grade level would greatly benefit from this program.

Kindergarten: Students who are reading and comprehending above grade level would benefit from an advanced intervention with this program.

Grade 1: Students reading slightly below grade level would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

Grade 2: Students reading and/or comprehending .5-1 year below grade level would benefit from this intervention.

Grade 3: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

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"Sam Loves School"

Teacher Page

Name: _____ **Date:** _____ **Week:** _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

Sam loves school. He can't wait to go to school every day.	12
One day Sam woke up with a tickle in his mouth. He coughed.	25
The tickle did not go away. He coughed again. The tickle	36
was still there. Sam went downstairs to tell his mom. His	47
mom felt Sam's head. She told him he was sick and he should	60
go back to bed. Sam was sad. He did not want to miss	73
school. Today his teacher was bringing ice cream to school.	83
Sam's mom said he could have ice cream at home. That	94
made Sam feel a little better. The next day his tickle was	106
gone. Sam was happy to go back to school.	115

1st Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

2nd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

3rd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

Overall Score: Rate & Tone: ____/12 Time: _____ *(Choose the middle time)* # of Errors: _____ *(Choose the middle score)*

# of Self Corrections: _____ *(Choose the middle score)*

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Understand It!

Teacher Page

Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.

Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(Above Average)*

**** Students may look back in the passage for help, but do not suggest.*

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text…		
Find Problem and Solution	What was the problem in the story? How did Sam's mom fix the problem?		
Infer Character Feelings	How do you think Sam felt when his mom gave him ice cream? How do you know?		
Find the main idea	What was the biggest thing that happened in the story? How do you know?		
Find Evidence	What are some clues in the story that tell you Sam is sad?		

Comprehension Score: _____/20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1	2	3	4
(<40% correct)	*(40-60% correct)*	*(60-80% correct)*	*(90-100% correct)*

Word Work Score: _____/4

Vocabulary: Give one point for each of the 5 vocabulary words correctly defined:

Vocabulary Score: _____/5

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"Sam Loves School"

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He **coughed** again. The tickle was still there. Sam went **downstairs** to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was **bringing** ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school.

Understand It!

Answer the following questions after reading:

1. What was the problem?
   a. Sam did not like school
   b. Sam was sick
   c. Sam had a bad dream
   d. Sam was happy

2. How did Sam feel about missing school?
   a. happy
   b. mad
   c. scared
   d. sad

3. What was the main idea in the story?
   a. Sleeping
   b. dreams
   c. missing school
   d. math

4. What food was Sam going to miss at school?
   a. ice cream
   b. cookies
   c. cake
   d. pizza

Word Work

Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Sam Loves School"

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He **coughed** again. The tickle was still there. Sam went **downstairs** to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was **bringing** ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school.

Copyright: Out of This World Literacy (Jen Bengel)

"Sam Loves School"

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He **coughed** again. The tickle was still there. Sam went **downstairs** to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was **bringing** ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school.

Understand It! Answer the following questions after reading:

1. What was the problem?
   a. Sam did not like school
   b. Sam was sick
   c. Sam had a bad dream
   d. Sam was happy

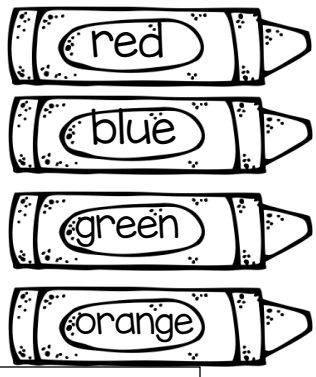
2. How did Sam feel about missing school?
   a. happy
   b. mad
   c. scared
   d. sad

3. What was the main idea in the story?
   a. Sleeping
   b. dreams
   c. missing school
   d. math

4. What food was Sam going to miss at school?
   a. ice cream
   b. cookies
   c. cake
   d. pizza

Word Work

Color the words in the passage that match each category below:



Words that start with a vowel

Words with 2 letters

Words with the short /a/ sound

Words that start with /h/

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Passage 1

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"Sam Loves School"

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He **coughed** again. The tickle was still there. Sam went **downstairs** to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was **bringing** ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school.

Understand It!

Answer the following questions after reading:

1. What was the problem?
   a. Sam did not like school
   b. Sam was sick
   c. Sam had a bad dream
   d. Sam was happy

2. How did Sam feel about missing school?
   a. happy
   b. mad
   c. scared
   d. sad

3. What was the main idea in the story?
   a. Sleeping
   b. dreams
   c. missing school
   d. math

4. What food was Sam going to miss at school?
   a. ice cream
   b. cookies
   c. cake
   d. pizza

Word Work

Write a word work category next to each crayon below. Then, color the words in the passage that match each category:



_____



_____



_____



_____

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Sam Loves School"

Name: _____ **Date:** _____ **Week:** _____

Sam loves school. He can't wait to go to school every day.	12
One day Sam woke up with a tickle in his mouth. He coughed.	25
The tickle did not go away. He coughed again. The tickle	36
was still there. Sam went downstairs to tell his mom. His	47
mom felt Sam's head. She told him he was sick and he should	60
go back to bed. Sam was sad. He did not want to miss	73
school. Today his teacher was bringing ice cream to school.	83
Sam's mom said he could have ice cream at home. That	94
made Sam feel a little better. The next day his tickle was	106
gone. Sam was happy to go back to school.	115

Fluency Practice: Read the passage for 1 minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
1st Attempt				
2nd Attempt				
3rd Attempt				

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One Passage from Level Range H-K

"Intervention by Grade Level"

The reading passages in this program are leveled at a second grade average reading level. They all fall within Fountas and Pinnell's levels H-K.

Below are suggestions for which students at each grade level would greatly benefit from this program.

Grade 1: Students who are reading and comprehending above grade level would benefit from an advanced intervention with this program.

Grade 2: Students reading slightly below grade level would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

Grade 3: Students reading and/or comprehending .5-1 year below grade level would benefit from this intervention.

Grade 4: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

Grade 5: Students reading and/or comprehending 2-3 years below grade level would benefit from this intervention.

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"The Lost Kitten"

Teacher Page

Name: _____ **Date:** _____ **Week:** _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

Sara loved kittens. She loved them almost as much as she loved her	13
mom and dad. But there was a problem. Sara could not have her own	27
kitten. Her mom was allergic to kittens. Every time her mom was near	40
a kitten she started to sneeze. Her cheeks turned bright red and her	53
eyes got puffy. Sara was sad about not being able to have a kitten.	67
But she understood. One day Sara and her mom went to the store.	80
When they got out of the car a kitten came darting up to Sara. The	95
kitten purred and purred at Sara. Sara looked at her mom, wanting to	108
ask if they could keep the kitten. Sara's mom told her to scoop up the	123
kitten. They would make sure to find it a good home. The next day	136
Sara's neighbors decided to keep the kitten. Now Sara can see it any	149
time she wants. It's just like having her own kitten.	160

1st Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

2nd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

3rd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

Overall Score: Rate & Tone: ____/12 Time: _____ *(Choose the middle time)* # of Errors: _____ *(Choose the middle score)*

# of Self Corrections: _____ *(Choose the middle score)*

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Understand It!

Teacher Page

Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.

Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(Above Average)*

**** Students may look back in the passage for help, but do not suggest.*

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text…		
Predictions	What do you think will happen next with Sara and the kitten? Why?		
Summarize	Retell the most important event from the beginning, middle, and end of the story.		
Make Connections	How are you alike and different from Sara?		
Analyze Characters	What is your opinion of Sara's mom? Why do you feel that way?		

Comprehension Score: _____/20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1	2	3	4
(<40% correct)	*(40-60% correct)*	*(60-80% correct)*	*(90-100% correct)*

Word Work Score: _____/4

Vocabulary: Give one point for each of the 5 vocabulary words correctly defined:

Vocabulary Score: _____/5

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"The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. going to the store
   b. sneezing
   c. getting Sara a kitten
   d. puffy eyes

2. I predict Sara's mom would be ___ if the kitten lived with them.
   a. allergic
   b. happy
   c. excited
   d. healthy

3. Why didn't Sara ask to keep the kitten?
   a. she was scared of cats
   b. she didn't like cats
   c. she thinks cats are mean
   d. she knew her mom was allergic

4. Which word below best describes Sara's mom?
   a. selfish
   b. loving
   c. mean
   d. frustrated

Word Work

Color the words in the passage that match each category below:



Contractions



Plurals



Adjectives



Proper Nouns

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

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"The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

Understand It!

Answer the following questions after reading:

1. The main idea was...
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3. Why didn't Sara ask to keep the kitten?
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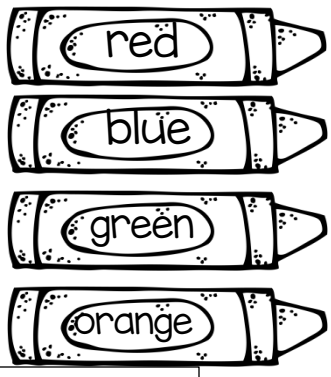
   b. she didn't like cats
   c. she thinks cats are mean
   d. she knew her mom was allergic

4. Which word below best describes Sara's mom?
   a. selfish
   b. loving
   c. mean
   d. frustrated

Word Work

Color the words in the passage that match each category below:



Contractions

Plurals

Adjectives

Proper Nouns

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. going to the store
   b. sneezing
   c. getting Sara a kitten
   d. puffy eyes

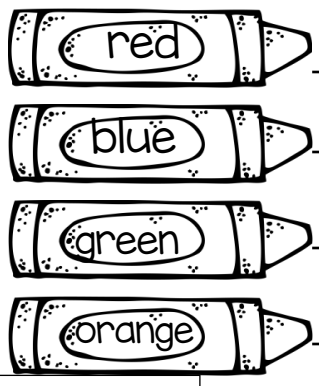
2. I predict Sara's mom would be ___ if the kitten lived with them.
   a. allergic
   b. happy
   c. excited
   d. healthy

3. Why didn't Sara ask to keep the kitten?
   a. she was scared of cats
   b. she didn't like cats
   c. she thinks cats are mean
   d. she knew her mom was allergic

4. Which word below best describes Sara's mom?
   a. selfish
   b. loving
   c. mean
   d. frustrated

Word Work

Write a word work category next to each crayon below. Then, color the words in the passage that match each category:



Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Copyright: Out of This World Literacy (Jen Bengel)

"The Lost Kitten"

Name: _____ **Date:** _____ **Week:** _____

Sara loved kittens. She loved them almost as much as she loved her	13
mom and dad. But there was a problem. Sara could not have her own	27
kitten. Her mom was allergic to kittens. Every time her mom was near	40
a kitten she started to sneeze. Her cheeks turned bright red and her	53
eyes got puffy. Sara was sad about not being able to have a kitten.	67
But she understood. One day Sara and her mom went to the store.	80
When they got out of the car a kitten came darting up to Sara. The	95
kitten purred and purred at Sara. Sara looked at her mom, wanting to	108
ask if they could keep the kitten. Sara's mom told her to scoop up the	123
kitten. They would make sure to find it a good home. The next day	136
Sara's neighbors decided to keep the kitten. Now Sara can see it any	149
time she wants. It's just like having her own kitten.	160

Fluency Practice: Read the passage for 1 minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
1st Attempt				
2nd Attempt				
3rd Attempt				

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One Passage from Level Range

L-P

"Intervention by Grade Level"

The reading passages in this program are leveled at a third grade average reading level. They all fall within Fountas and Pinnell's levels L-P.

Below are suggestions for which students at each grade level would greatly benefit from this program.

Grade 2: Students who are reading and comprehending above grade level would benefit from an advanced intervention with this program.

Grade 3: Students reading slightly below grade level would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

Grade 4: Students reading and/or comprehending .5-1 year below grade level would benefit from this intervention.

Grade 5: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

Grade 6: Students reading and/or comprehending 2-3 years below grade level would benefit from this intervention.

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"Bob the Gerbil"

Teacher Page

Name: _____ **Date:** _____ **Week:** _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

My name is Jared and I've been begging my Mom for an eternity for a pet gerbil.	17
After promising to keep my room clean, she finally caved in. We went to the pet store	34
and I picked out the cutest little gerbil. He looked like a Bob. So that's what I named	52
him. When we arrived home I took Bob straight up to my room to play. It took me a	71
few minutes to find a toy for Bob in my disastrous closet. And when I turned around,	88
he was gone! I was panicking. I looked everywhere, even under my bed. He seemed to	104
be nowhere in the room. I went into the living room and sat on the couch. I thought, if	123
I were a gerbil where would I be? I knew Bob really liked carrots. I came up with a	142
plan. I would set a bunch of carrots in the middle of my room to lure Bob out of	161
hiding! I snuck some carrots so my mom wouldn't ask questions. I laid some carrots in	177
the middle of my room, hoping that Bob would sniff them out. I only had to wait one	195
minute and he had poked his little head right out from under the bed! I laughed. I	212
didn't even see him under the bed the first time I looked. I guess my mom is right, I	231
do need to keep my room more tidy!	239

1st Read:	2nd Read:	3rd Read:
Time: _____	Time: _____	Time: _____
# of Errors: _____	# of Errors: _____	# of Errors: _____
# of SC: _____	# of SC: _____	# of SC: _____
Rate & Tone: 1 2 3 4 *(Circle One)*	Rate & Tone: 1 2 3 4 *(Circle One)*	Rate & Tone: 1 2 3 4 *(Circle One)*

Overall Score: Rate & Tone: ____/12 Time: _____ *(Choose the middle time)* # of Errors: _____ *(Choose the middle score)*

# of Self Corrections: _____ *(Choose the middle score)*

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Understand It!

Teacher Page

Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.

Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(Above Average)*

**** Students may look back in the passage for help, but do not suggest.*

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text…		
Predictions	Predict what Jared's mom would do if she knew Bob was lost.		
Summarize	Retell the most important event from the beginning, middle, and end of the story.		
Make Connections	How are you alike and different from Jared?		
Analyze Characters	What is your opinion of Jared? Why do you feel that way?		

Comprehension Score: _____/20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1	2	3	4
(<40% correct)	*(40-60% correct)*	*(60-80% correct)*	*(90-100% correct)*

Word Work Score: _____/4

Vocabulary: Give one point for each of the 5 vocabulary words correctly defined:

Vocabulary Score: _____/5

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"Bob the Gerbil"

My name is Jared and I've been begging my Mom for an **eternity** for a pet gerbil. After promising to keep my room clean, she finally **caved** in. We went to the pet store and I picked out the cutest little gerbil. He looked like a Bob. So that's what I named him. When we arrived home I took Bob straight up to my room to play. It took me a few minutes to find a toy for Bob in my **disastrous** closet. And when I turned around, he was gone! I was **panicking**. I looked everywhere, even under my bed. He seemed to be nowhere in the room. I went into the living room and sat on the couch. I thought, if I were a gerbil where would I be? I knew Bob really liked carrots. I came up with a plan. I would set a bunch of carrots in the middle of my room to **lure** Bob out of hiding! I snuck some carrots so my mom wouldn't ask questions. I laid some carrots in the middle of my room, hoping that Bob would sniff them out. I only had to wait one minute and he had poked his little head right out from under the bed! I laughed. I didn't even see him under the bed the first time I looked. I guess my mom is right, I do need to keep my room more tidy!

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. Do not get a gerbil
   b. Eat carrots
   c. Take care of your pet
   d. Beg your mom for things

2. I predict Jared's mom would be ___ he lost Bob.
   a. angry
   b. happy
   c. sad
   d. glad

3. Why did Jared sneak carrots?
   a. to surprise Bob
   b. he does not like carrots
   c. It was late at night
   d. So his mom would not find out Bob was lost

4. What trait best describes Jared?
   a. clean
   b. problem-solver
   c. trouble-maker
   d. organized

Word Work

Color the words in the passage that match each category below:



Contractions



Plurals



Adjectives



Proper Nouns

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Bob the Gerbil"

My name is Jared and I've been begging my Mom for an **eternity** for a pet gerbil. After promising to keep my room clean, she finally **caved** in. We went to the pet store and I picked out the cutest little gerbil. He looked like a Bob. So that's what I named him. When we arrived home I took Bob straight up to my room to play. It took me a few minutes to find a toy for Bob in my **disastrous** closet. And when I turned around, he was gone! I was **panicking**. I looked everywhere, even under my bed. He seemed to be nowhere in the room. I went into the living room and sat on the couch. I thought, if I were a gerbil where would I be? I knew Bob really liked carrots. I came up with a plan. I would set a bunch of carrots in the middle of my room to **lure** Bob out of hiding! I snuck some carrots so my mom wouldn't ask questions. I laid some carrots in the middle of my room, hoping that Bob would sniff them out. I only had to wait one minute and he had poked his little head right out from under the bed! I laughed. I didn't even see him under the bed the first time I looked. I guess my mom is right, I do need to keep my room more tidy!

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Understand It! Answer the following questions after reading:

1. The main idea was...
   a. Do not get a gerbil
   b. Eat carrots
   c. Take care of your pet
   d. Beg your mom for things

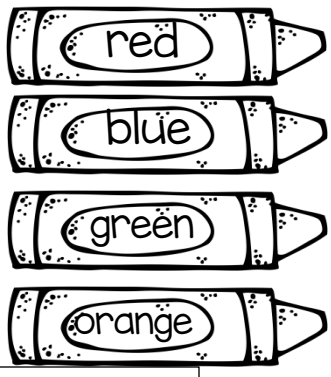
2. I predict Jared's mom would be ___ he lost Bob.
   a. angry
   b. happy
   c. sad
   d. glad

3. Why did Jared sneak carrots?
   a. to surprise Bob
   b. he does not like carrots
   c. It was late at night
   d. So his mom would not find out Bob was lost

4. What trait best describes Jared?
   a. clean
   b. problem-solver
   c. trouble-maker
   d. organized

Word Work

Color the words in the passage that match each category below:



Contractions

Plurals

Adjectives

Proper Nouns

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Bob the Gerbil"

My name is Jared and I've been begging my Mom for an **eternity** for a pet gerbil. After promising to keep my room clean, she finally **caved** in. We went to the pet store and I picked out the cutest little gerbil. He looked like a Bob. So that's what I named him. When we arrived home I took Bob straight up to my room to play. It took me a few minutes to find a toy for Bob in my **disastrous** closet. And when I turned around, he was gone! I was **panicking**. I looked everywhere, even under my bed. He seemed to be nowhere in the room. I went into the living room and sat on the couch. I thought, if I were a gerbil where would I be? I knew Bob really liked carrots. I came up with a plan. I would set a bunch of carrots in the middle of my room to **lure** Bob out of hiding! I snuck some carrots so my mom wouldn't ask questions. I laid some carrots in the middle of my room, hoping that Bob would sniff them out. I only had to wait one minute and he had poked his little head right out from under the bed! I laughed. I didn't even see him under the bed the first time I looked. I guess my mom is right, I do need to keep my room more tidy!

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. Do not get a gerbil
   b. Eat carrots
   c. Take care of your pet
   d. Beg your mom for things

2. I predict Jared's mom would be ___ he lost Bob.
   a. angry
   b. happy
   c. sad
   d. glad

3. Why did Jared sneak carrots?
   a. to surprise Bob
   b. he does not like carrots
   c. It was late at night
   d. So his mom would not find out Bob was lost

4. What trait best describes Jared?
   a. clean
   b. problem-solver
   c. trouble-maker
   d. organized

Word Work

Write a word work category next to each crayon below. Then, color the words in the passage that match each category:









Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Bob the Gerbil"

Name: _____ **Date:** _____ **Week:** _____

My name is Jared and I've been begging my Mom for an eternity for a pet gerbil. 17
After promising to keep my room clean, she finally caved in. We went to the pet store 34
and I picked out the cutest little gerbil. He looked like a Bob. So that's what I named 52
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hiding! I snuck some carrots so my mom wouldn't ask questions. I laid some carrots in 177
the middle of my room, hoping that Bob would sniff them out. I only had to wait one 195
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didn't even see him under the bed the first time I looked. I guess my mom is right, I 231
do need to keep my room more tidy! 239

Fluency Practice: Read the passage for 1 minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
1st Attempt				
2nd Attempt				
3rd Attempt				

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One Passage from Level Range

Q-T

"Intervention by Grade Level"

The reading passages in this program are leveled at a fourth grade average reading level. They all fall within Fountas and Pinnell's levels Q-T.

Below are suggestions for which students at each grade level would greatly benefit from this program.

Grade 3: Students who are reading and comprehending above grade level would benefit from an advanced intervention with this program.

Grade 4: Students reading slightly below grade level would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

Grade 5: Students reading and/or comprehending .5-1 year below grade level would benefit from this intervention.

Grade 6: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

Grade 7: Students reading and/or comprehending 2-3 years below grade level would benefit from this intervention.

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"Food Fight!"

Teacher Page

Name: _____ **Date:** _____ **Week:** _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

For several weeks now my friends and I have been planning and scheming the ultimate food fight at	18
school. We know it's wrong. We know we'll probably get in trouble. But, the school year is almost	36
over, and we have reasoned that whatever the consequences, it'll be worth it! We carefully study	52
the cafeteria menu and decide the best day for the food fight will be on spaghetti Thursday. We	70
imagined the noodles and spaghetti sauce flying over tables and plopping on top of kids' heads all over	88
the room. Now that we have the date locked down, we discuss how we will start the fight. We	107
decide that we will each sit at separate tables that day. That way we could all throw some noodles	126
at the exact same time, making it look like the entire cafeteria just erupted in one giant fight! We	145
talked and talked about our plan. When it was finally spaghetti day, we were all so excited. We were	164
a little nervous too. But nothing was going to stop us from fulfilling our plan. Just as scheduled, we	183
sat at separate tables. We waited for the lunch line to clear. As soon as the last kid sat down we	204
each grabbed a fist of noodles, nodded at each other in silence, and tossed the saucy noodles all over	223
the room. In less than 10 seconds the cafeteria exploded with the most epic food fight we'd ever	241
seen. Noodles and sauce were flying across the room like flocks of birds. All that could be heard	259
were screams of laughter. Until we heard the teachers' whistles. Our punishment was to clean the	275
entire cafeteria. It took us 5 hours, but it was so worth it!	288

1st Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4
(Circle One)

2nd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4
(Circle One)

3rd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4
(Circle One)

Overall Score: Rate & Tone: ____/12 Time: _____ # of Errors: _____

(Choose the middle time) *(Choose the middle score)*

# of Self Corrections: _____

(Choose the middle score)

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Understand It!

Teacher Page

Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.

Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(Above Average)*

**** Students may look back in the passage for help, but do not suggest.*

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text…		
Predictions	Predict what other punishments the kids could have had.		
Summarize	Retell the most important event from the beginning, middle, and end of the story.		
Make Connections	How are you alike and different from the kids in this story?		
Analyze Characters	What is your opinion of Jared? Why do you feel that way?		

Comprehension Score: _____/20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1	2	3	4
(<40% correct)	*(40-60% correct)*	*(60-80% correct)*	*(90-100% correct)*

Word Work Score: _____/4

Vocabulary: Give one point for each of the 5 vocabulary words correctly defined:

Vocabulary Score: _____/5

Passage 1

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"Food Fight!"

For several weeks now my friends and I have been planning and **scheming** the ultimate food fight at school. We know it's wrong. We know we'll probably get in trouble. But, the school year is almost over, and we have reasoned that whatever the **consequences**, it'll be worth it! We carefully study the cafeteria menu and decide the best day for the food fight will be on spaghetti Thursday. We imagined the noodles and spaghetti sauce flying over tables and plopping on top of kids' heads all over the room. Now that we have the date locked down, we discuss how we will start the fight. We decide that we will each sit at separate tables that day. That way we could all throw some noodles at the exact same time, making it look like the entire cafeteria just **erupted** in one giant fight! We talked and talked about our plan. When it was finally spaghetti day, we were all so excited. We were a little nervous too. But nothing was going to stop us from **fulfilling** our plan. Just as scheduled, we sat at separate tables. We waited for the lunch line to clear. As soon as the last kid sat down we each grabbed a fist of noodles, nodded at each other in silence, and tossed the saucy noodles all over the room. In less than 10 seconds the cafeteria exploded with the most **epic** food fight we'd ever seen. Noodles and sauce were flying across the room like flocks of birds. All that could be heard were screams of laughter. Until we heard the teachers' whistles. Our punishment was to clean the entire cafeteria. It took us 5 hours, but it was so worth it!

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. spaghetti lunch
   b. a food fight
   c. the last day of school
   d. bad lunch food

2. I predict the kids' parents were...
   a. happy
   b. excited
   c. upset
   d. laughing

3. How do you think most of the kids felt during the food fight?
   a. excited
   b. angry
   c. scared
   d. sad

4. What trait best describes this group of friends?
   a. shy
   b. quiet
   c. trouble-makers
   d. rule followers

Word Work

Color the words in the passage that match each category below:



Contractions



Plurals



Adjectives



4+ Syllable Words

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Food Fight!"

For several weeks now my friends and I have been planning and **scheming** the ultimate food fight at school. We know it's wrong. We know we'll probably get in trouble. But, the school year is almost over, and we have reasoned that whatever the **consequences**, it'll be worth it! We carefully study the cafeteria menu and decide the best day for the food fight will be on spaghetti Thursday. We imagined the noodles and spaghetti sauce flying over tables and plopping on top of kids' heads all over the room. Now that we have the date locked down, we discuss how we will start the fight. We decide that we will each sit at separate tables that day. That way we could all throw some noodles at the exact same time, making it look like the entire cafeteria just **erupted** in one giant fight! We talked and talked about our plan. When it was finally spaghetti day, we were all so excited. We were a little nervous too. But nothing was going to stop us from **fulfilling** our plan. Just as scheduled, we sat at separate tables. We waited for the lunch line to clear. As soon as the last kid sat down we each grabbed a fist of noodles, nodded at each other in silence, and tossed the saucy noodles all over the room. In less than 10 seconds the cafeteria exploded with the most **epic** food fight we'd ever seen. Noodles and sauce were flying across the room like flocks of birds. All that could be heard were screams of laughter. Until we heard the teachers' whistles. Our punishment was to clean the entire cafeteria. It took us 5 hours, but it was so worth it!

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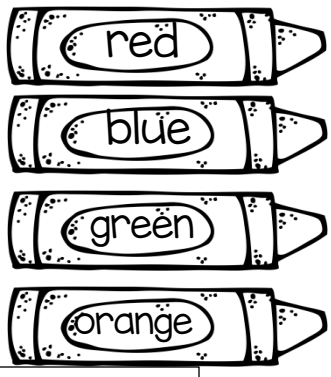
   a. excited
   b. angry
   c. scared
   d. sad

4. What trait best describes this group of friends?
   a. shy
   b. quiet
   c. trouble-makers
   d. rule followers

Word Work

Color the words in the passage that match each category below:



Contractions

Plurals

Adjectives

4+ Syllable Words

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Food Fight!"

For several weeks now my friends and I have been planning and **scheming** the ultimate food fight at school. We know it's wrong. We know we'll probably get in trouble. But, the school year is almost over, and we have reasoned that whatever the **consequences**, it'll be worth it! We carefully study the cafeteria menu and decide the best day for the food fight will be on spaghetti Thursday. We imagined the noodles and spaghetti sauce flying over tables and plopping on top of kids' heads all over the room. Now that we have the date locked down, we discuss how we will start the fight. We decide that we will each sit at separate tables that day. That way we could all throw some noodles at the exact same time, making it look like the entire cafeteria just **erupted** in one giant fight! We talked and talked about our plan. When it was finally spaghetti day, we were all so excited. We were a little nervous too. But nothing was going to stop us from **fulfilling** our plan. Just as scheduled, we sat at separate tables. We waited for the lunch line to clear. As soon as the last kid sat down we each grabbed a fist of noodles, nodded at each other in silence, and tossed the saucy noodles all over the room. In less than 10 seconds the cafeteria exploded with the most **epic** food fight we'd ever seen. Noodles and sauce were flying across the room like flocks of birds. All that could be heard were screams of laughter. Until we heard the teachers' whistles. Our punishment was to clean the entire cafeteria. It took us 5 hours, but it was so worth it!

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. spaghetti lunch
   b. a food fight
   c. the last day of school
   d. bad lunch food

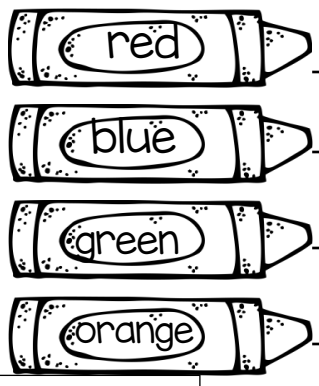
2. I predict the kids' parents were...
   a. happy
   b. excited
   c. upset
   d. laughing

3. How do you think most of the kids felt during the food fight?
   a. excited
   b. angry
   c. scared
   d. sad

4. What trait best describes this group of friends?
   a. shy
   b. quiet
   c. trouble-makers
   d. rule followers

Word Work

Write a word work category next to each crayon below. Then, color the words in the passage that match each category:



Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Food Fight!"

Name: _____ **Date:** _____ **Week:** _____

For several weeks now my friends and I have been planning and scheming the ultimate food fight at	18
school. We know it's wrong. We know we'll probably get in trouble. But, the school year is almost	36
over, and we have reasoned that whatever the consequences, it'll be worth it! We carefully study	52
the cafeteria menu and decide the best day for the food fight will be on spaghetti Thursday. We	70
imagined the noodles and spaghetti sauce flying over tables and plopping on top of kids' heads all over	88
the room. Now that we have the date locked down, we discuss how we will start the fight. We	107
decide that we will each sit at separate tables that day. That way we could all throw some noodles	126
at the exact same time, making it look like the entire cafeteria just erupted in one giant fight! We	145
talked and talked about our plan. When it was finally spaghetti day, we were all so excited. We were	164
a little nervous too. But nothing was going to stop us from fulfilling our plan. Just as scheduled, we	183
sat at separate tables. We waited for the lunch line to clear. As soon as the last kid sat down we	204
each grabbed a fist of noodles, nodded at each other in silence, and tossed the saucy noodles all over	223
the room. In less than 10 seconds the cafeteria exploded with the most epic food fight we'd ever	241
seen. Noodles and sauce were flying across the room like flocks of birds. All that could be heard	259
were screams of laughter. Until we heard the teacher whistles. Our punishment was to clean the	275
entire cafeteria. It took us 5 hours, but it was so worth it!	288

Fluency Practice: Read the passage for 1 minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
1st Attempt				
2nd Attempt				
3rd Attempt				

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One Passage from Level Range U-W

"The Food Pantry"

Teacher Page

Name: _____ **Date:** _____ **Week:** _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

Trisha had big plans for how she would spend her summer break. Those big plans included doing	17
absolutely nothing other than lounging around, sleeping in, and wandering the mall with her friends.	32
Trisha's plans were abruptly halted one morning when her mom announced, "Trisha! This summer you'll	47
be working at the food pantry every Tuesday and Thursday morning." Trisha slumped over. "What!?"	62
she whined. "I don't wanna get up early. I don't wanna sit in some smelly food pantry handing out	81
cans to people who can't get a job!" No matter how much Trisha whined, her mom wouldn't budge. She	100
was adamant that Trisha do as she was told. The first Tuesday came and Trisha stumbled out of bed,	119
mumbling how dumb this day would be. All her friends were still snoring away in the comfort of their	138
summer hibernation. But no, not Trisha. She wallowed in her own self-misery the entire ride to the	155
food pantry. When she got there she decided to go through the motions and get it over with as quickly	175
as possible. Trisha was immediately taken aback when she stepped inside the building. There was a	191
massive line of people, including small children, waiting for their box of food for the week. The kids	209
looked hungry, holding hands with their mothers who kept their eyes glued to the floor. Trisha felt	226
something inside her stomach flip over. She immediately felt guilty. Guilty for having a pantry stocked	242
with foods she loves at home. Guilty for judging people who need a little extra help. Trisha flipped a	261
switch. She began to serve with a grateful heart. She loved every day she spent at the food pantry.	280

1st Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

2nd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

3rd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

Overall Score: Rate & Tone: ____/12 Time: _____ *(Choose the middle time)* # of Errors: _____ *(Choose the middle score)*

# of Self Corrections: _____ *(Choose the middle score)*

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Understand It!

Teacher Page

Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.

Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(Above Average)*

**** Students may look back in the passage for help, but do not suggest.*

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text…		
Interpret Reasons for Character Actions	Why do you think Trisha acted the way she did in the story? Tell me more…		
Identify Important Information	In your opinion, what is the most important piece of information in the story? Why?		
Sequence of Events	What happens right after Trisha finds out she has to work at the food pantry?		
Interpret Figurative Language	What does 'summer hibernation' mean? How do you know?		

Comprehension Score: _____/20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1	2	3	4
(<40% correct)	*(40-60% correct)*	*(60-80% correct)*	*(90-100% correct)*

Word Work Score: _____/4

Vocabulary: Give one point for each of the 5 vocabulary words correctly defined:

Vocabulary Score: _____/5

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"The Food Pantry"

Trisha had big plans for how she would spend her summer break. Those big plans included doing absolutely nothing other than lounging around, sleeping in, and wandering the mall with her friends. Trisha's plans were **abruptly** halted one morning when her mom announced, "Trisha! This summer you'll be working at the food pantry every Tuesday and Thursday morning." Trisha slumped over. "What!?" she whined. "I don't wanna get up early. I don't wanna sit in some smelly food pantry handing out cans to people who can't get a job!" No matter how much Trisha whined, her mom wouldn't budge. She was **adamant** that Trisha does as she was told. The first Tuesday came, and Trisha stumbled out of bed, mumbling how dumb this day would be. All her friends were still snoring away in the comfort of their summer hibernation. But no, not Trisha. She **wallowed** in her self-misery the entire ride to the food pantry. When she got there, she decided to go through the motions and get it over with as quickly as possible. Trisha was immediately taken **aback** when she stepped inside the building. There was a massive line of people, including small children, waiting for their box of food for the week. The kids looked hungry, holding hands with their mothers who kept their eyes glued to the floor. Trisha felt something inside her stomach flip over. She immediately felt guilty. Guilty for having a pantry **stocked** with foods she loves at home. Guilty for judging people who need a little extra help. Trisha flipped a switch. She began to serve with a grateful heart. She loved every day she spent at the food pantry.

Understand It!

Answer the following questions after reading:

1. Trisha didn't want to help at the food pantry because...
   a. she didn't like food
   b. she had another job
   c. she wanted to be lazy
   d. she had no friends

2. What was important information in the story?
   a. going to the mall
   b. kids were hungry too
   c. sleeping in
   d. being lazy

3. What happened right after Trisha got to the food pantry?
   a. she felt guilty
   b. she got mad
   c. she ran away
   d. she was mean

4. What does 'flipped a switch' mean in the story?
   a. turn on a light
   b. turn off a light
   c. get angry
   d. change your mind

Word Work

Color the words in the passage that match each category below:



Proper Nouns



Words with the /th/ consonant cluster



Words that end with a silent letter



Words with the /oo/ vowel pattern

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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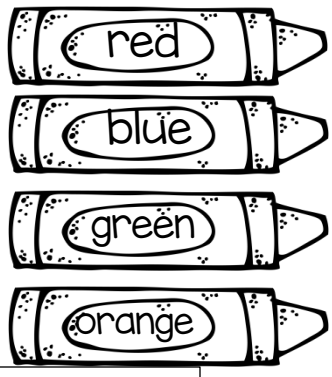
   d. she was mean

4. What does 'flipped a switch' mean in the story?
   a. turn on a light
   b. turn off a light
   c. get angry
   d. change your mind

Word Work

Color the words in the passage that match each category below:



Proper Nouns

Words with the /th/ consonant cluster

Words that end with a silent letter

Words with the /oo/ vowel pattern

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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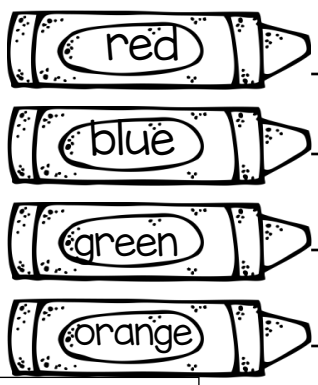
Word Work

Write a word work category next to each crayon below. Then, color the words in the passage that match each category:



Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"The Food Pantry"

Name: _____ **Date:** _____ **Week:** _____

Trisha had big plans for how she would spend her summer break. Those big plans included doing	17
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was adamant that Trisha do as she was told. The first Tuesday came and Trisha stumbled out of bed,	119
mumbling how dumb this day would be. All her friends were still snoring away in the comfort of their	138
summer hibernation. But no, not Trisha. She wallowed in her own self-misery the entire ride to the	155
food pantry. When she got there she decided to go through the motions and get it over with as quickly	175
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with foods she loves at home. Guilty for judging people who need a little extra help. Trisha flipped a	261
switch. She began to serve with a grateful heart. She loved every day she spent at the food pantry.	280

Fluency Practice: Read the passage for 1 minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
1st Attempt				
2nd Attempt				
3rd Attempt				

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One Passage from Level Range X-Z

"Justifying a Mission Trip"

Teacher Page

Name: _____ **Date:** _____ **Week:** _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

"But Mom…there's an epidemic!" "I don't care if the entire country gets demolished," mom began,	16
"you'll never have permission to run off on some mission trip to the middle of nowhere!" "For the	34
millionth time, it's not the middle of nowhere; it's surrounded by mountainous villages and safe terrain,"	50
Kristi explained. "Rwanda is one of the most peaceful countries in East Africa Mom. I have this	67
burning need to help the children of Abide Home. They have nothing; no mother, no father, no family.	85
Many are living in fear of starvation daily. I simply must go help these children." Kristi knew firsthand	103
the feeling of starvation, having been absolutely destitute as a young child. Her mother struggled to	119
afford food for even just one meal a day when she was a toddler. Her mom worked tirelessly to	138
change the trajectory of their lives. "Mom, can't you understand that I must go give these children	155
hope when they feel there is none?" Kristi's mom slumped her shoulders, let out a weary sigh, and	173
collapsed onto the couch, resting her head in her hands. She sat motionless for some time, letting the	191
silence of the moment make Kristi feel as if she were standing on a thin sheet of ice that might no	212
longer support her weight at any second. Her mom looked up, shook her head in opposition, and slowly	230
began, "Kristi…I don't want anything to happen to you. I understand your need, but please empathize	247
with my perspective. It's hard for a mom to let go." With a tear streaming down her cheek, mom	266
finished, "but who am I to object to your destiny? Go and be their hope."	281

1st Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

2nd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

3rd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

Overall Score: Rate & Tone: ____/12 Time: _____ *(Choose the middle time)* # of Errors: _____ *(Choose the middle score)*

# of Self Corrections: _____ *(Choose the middle score)*

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Passage 1: Levels X-Z

Understand It!

Teacher Page

Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.

Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(Above Average)*

**** Students may look back in the passage for help, but do not suggest.*

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text…		
Describe Character's Bias	What bias does Kristi's mom have regarding mission trips? How do you know?		
Identify Story Climax	What is the climax of the story? How do you know?		
Name and Define Narrator	Describe the narrator in the story. How did you determine the narrator?		
Identify Author's Use of Irony	Describe how the author uses irony in the story. How else could irony have been used?		

Comprehension Score: _____/20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1	2	3	4
(<40% correct)	*(40-60% correct)*	*(60-80% correct)*	*(90-100% correct)*

Word Work Score: _____/4

Vocabulary: Give one point for each of the 5 vocabulary words correctly defined:

Vocabulary Score: _____/5

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"Justifying a Mission Trip"

"But Mom…there's an **epidemic**!" "I don't care if the entire country gets demolished," mom began, "you'll never have permission to run off on some mission trip to the middle of nowhere!" "For the millionth time, it's not the middle of nowhere; it's surrounded by mountainous villages and safe **terrain,**" Kristi explained. "Rwanda is one of the most peaceful countries in East Africa Mom. I have this burning need to help the children of Abide Home. They have nothing; no mother, no father, no family. Many are living in fear of starvation daily. I simply must go help these children." Kristi knew firsthand the feeling of **starvation**, having been absolutely **destitute** as a young child. Her mother struggled to afford food for even just one meal a day when she was a toddler. Her mom worked tirelessly to change the **trajectory** of their lives. "Mom, can't you understand that I must go give these children hope when they feel there is none?" Kristi's mom slumped her shoulders, let out a weary sigh, and collapsed onto the couch, resting her head in her hands. She sat motionless for some time, letting the silence of the moment make Kristi feel as if she were standing on a thin sheet of ice that might no longer support her weight at any second. Her mom looked up, shook her head in opposition, and slowly began, "Kristi…I don't want anything to happen to you. I understand your need, but please empathize with my perspective. It's hard for a mom to let go." With a tear streaming down her cheek, mom finished, "but who am I to object to your destiny? Go and be their hope."

Understand It!

Answer the following questions after reading:

1. What was Kristi's bias towards mission trips?
   a. she thinks they're bad
   b. they are dangerous
   c. she loves the idea
   d. she doesn't want to go

2. What is the climax of the story?
   a. like standing on ice
   b. describing Rwanda
   c. packing the bags
   d. being a toddler

3. Who is the narrator?
   a. protagonist
   b. secondary character
   c. first person
   d. third person

4. Which event does Kristi feel a strong connection to because of her childhood?
   a. packing bags
   b. helping starving kids
   c. going to Rwanda
   d. flying on a plane

Word Work

Color the words in the passage that match each category below:



Words with 3 Syllables



Words with the Greek root 'dem'



Words that begin with 3 consonants



Words with the Latin root 'ject'

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Justifying a Mission Trip"

"But Mom…there's an **epidemic**!" "I don't care if the entire country gets demolished," mom began, "you'll never have permission to run off on some mission trip to the middle of nowhere!" "For the millionth time, it's not the middle of nowhere; it's surrounded by mountainous villages and safe **terrain,**" Kristi explained. "Rwanda is one of the most peaceful countries in East Africa Mom. I have this burning need to help the children of Abide Home. They have nothing; no mother, no father, no family. Many are living in fear of starvation daily. I simply must go help these children." Kristi knew firsthand the feeling of **starvation**, having been **destitute** as a young child. Her mother struggled to afford food for even just one meal a day when she was a toddler. Her mom worked tirelessly to change the **trajectory** of their lives. "Mom, can't you understand that I must go give these children hope when they feel there is none?" Kristi's mom slumped her shoulders, let out a weary sigh, and collapsed onto the couch, resting her head in her hands. She sat motionless for some time, letting the silence of the moment make Kristi feel as if she were standing on a thin sheet of ice that might no longer support her weight at any second. Her mom looked up, shook her head in opposition, and slowly began, "Kristi…I don't want anything to happen to you. I understand your need, but please empathize with my perspective. It's hard for a mom to let go." With a tear streaming down her cheek, mom finished, "but who am I to object to your destiny? Go and be their hope."

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"Justifying a Mission Trip"

"But Mom…there's an **epidemic**!" "I don't care if the entire country gets demolished," mom began, "you'll never have permission to run off on some mission trip to the middle of nowhere!" "For the millionth time, it's not the middle of nowhere; it's surrounded by mountainous villages and safe **terrain,**" Kristi explained. "Rwanda is one of the most peaceful countries in East Africa Mom. I have this burning need to help the children of Abide Home. They have nothing; no mother, no father, no family. Many are living in fear of starvation daily. I simply must go help these children." Kristi knew firsthand the feeling of **starvation**, having been absolutely **destitute** as a young child. Her mother struggled to afford food for even just one meal a day when she was a toddler. Her mom worked tirelessly to change the **trajectory** of their lives. "Mom, can't you understand that I must go give these children hope when they feel there is none?" Kristi's mom slumped her shoulders, let out a weary sigh, and collapsed onto the couch, resting her head in her hands. She sat motionless for some time, letting the silence of the moment make Kristi feel as if she were standing on a thin sheet of ice that might no longer support her weight at any second. Her mom looked up, shook her head in opposition, and slowly began, "Kristi…I don't want anything to happen to you. I understand your need, but please empathize with my perspective. It's hard for a mom to let go." With a tear streaming down her cheek, mom finished, "but who am I to object to your destiny? Go and be their hope."

Understand It!

Answer the following questions after reading:

1. What was Kristi's bias towards mission trips?
   a. she thinks they're bad
   b. they are dangerous
   c. she loves the idea
   d. she doesn't want to go

2. What is the climax of the story?
   a. like standing on ice
   b. describing Rwanda
   c. packing the bags
   d. being a toddler

3. Who is the narrator?
   a. protagonist
   b. secondary character
   c. first person
   d. third person

4. Which event does Kristi feel a strong connection to because of her childhood?
   a. packing bags
   b. helping starving kids
   c. going to Rwanda
   d. flying on a plane

Word Work

Color the words in the passage that match each category below:



Words with 3 syllables



Words with the Greek root 'dem'



Words that begin with 3 consonants



Words with the Latin root 'ject'

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Passage 1

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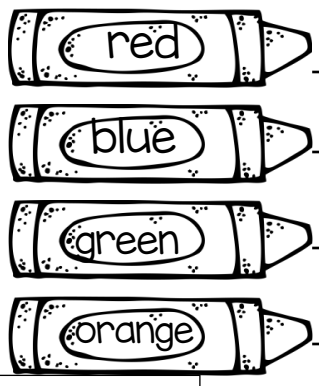
   c. going to Rwanda
   d. flying on a plane

Word Work

Write a word work category next to each crayon below. Then, color the words in the passage that match each category:



_____

_____

_____

_____

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

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"Justifying a Mission Trip"

Name: _____ **Date:** _____ **Week:** _____

"But Mom…there's an epidemic!" "I don't care if the entire country gets demolished," mom began,	16
"you'll never have permission to run off on some mission trip to the middle of nowhere!" "For the	34
millionth time, it's not the middle of nowhere; it's surrounded by mountainous villages and safe terrain,"	50
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burning need to help the children of Abide Home. They have nothing; no mother, no father, no family.	85
Many are living in fear of starvation daily. I simply must go help these children." Kristi knew firsthand	103
the feeling of starvation, having been absolutely destitute as a young child. Her mother struggled to	119
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collapsed onto the couch, resting her head in her hands. She sat motionless for some time, letting the	191
silence of the moment make Kristi feel as if she were standing on a thin sheet of ice that might no	212
longer support her weight at any second. Her mom looked up, shook her head in opposition, and slowly	230
began, "Kristi…I don't want anything to happen to you. I understand your need, but please empathize	247
with my perspective. It's hard for a mom to let go." With a tear streaming down her cheek, mom	266
finished, "but who am I to object to your destiny? Go and be their hope."	281

Fluency Practice: Read the passage for 1 minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
1st Attempt				
2nd Attempt				
3rd Attempt				

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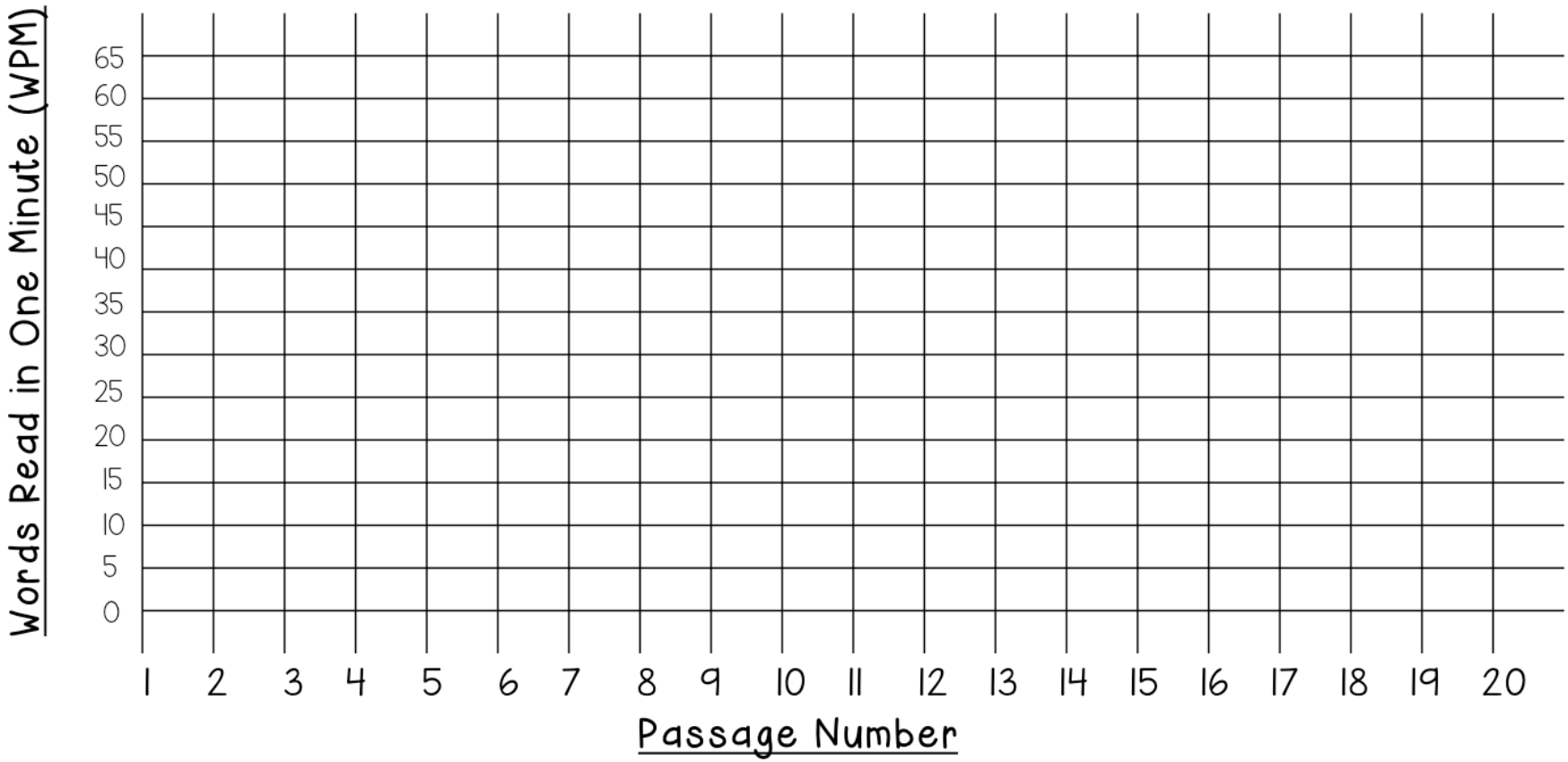
PROGRESS MONITORING FORMS

Fluency Line Graph

Level Range A-D

Name: _____ Date: _____

Directions: Complete the line graph below to progress monitor the number of words read correctly in one minute.



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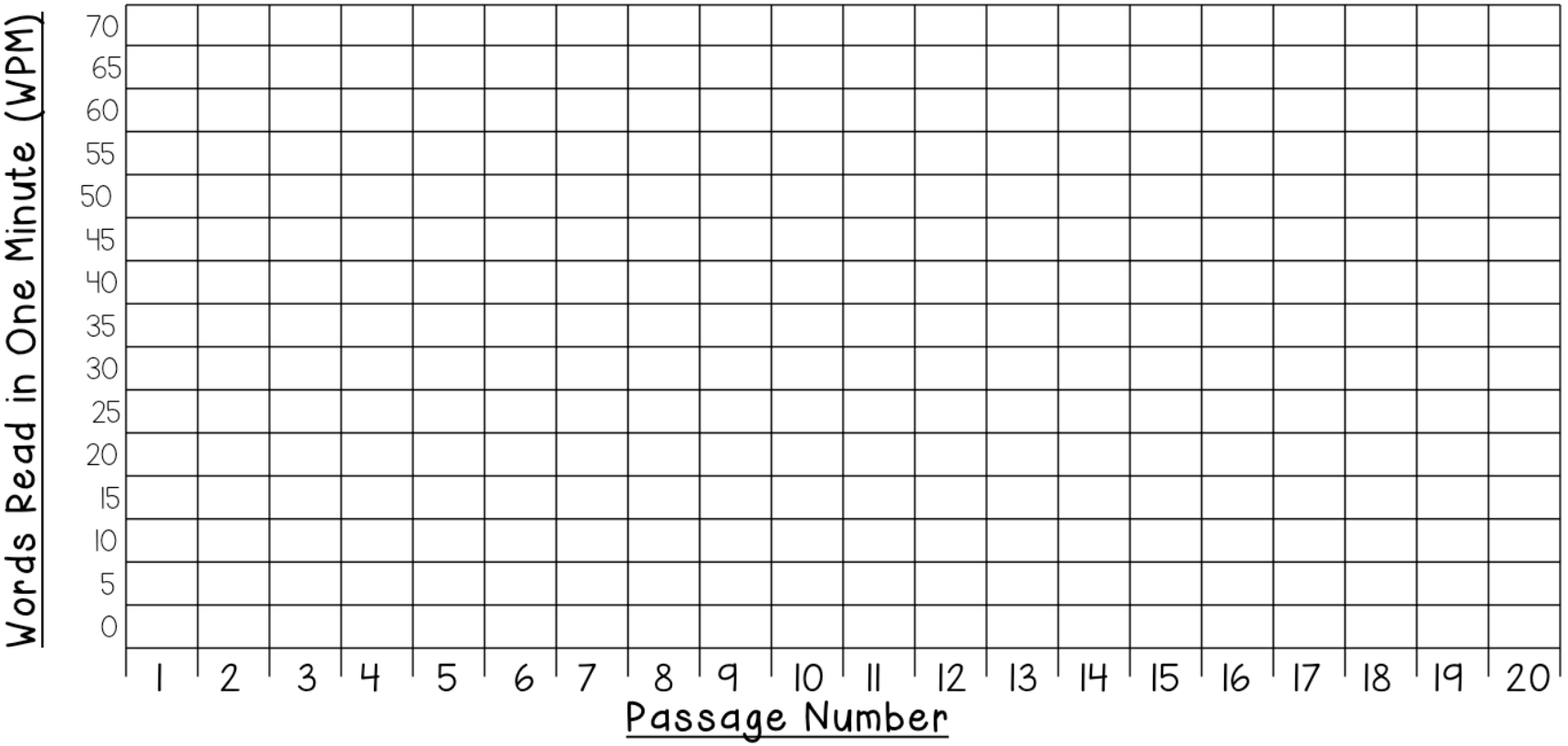
Fluency Bar Graph

Level Range A-D

Name: _____ Date: _____

Directions: Complete the bar graph below to progress monitor the number of words read correctly in one minute.



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"Data Tracking"

Student: _____

Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

Pass . #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	Word Work	Vocab

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Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

Pass . #	Student	Date	Rate and Tone	Time	# Errors	# SC	Comp	Word Work	Vocab

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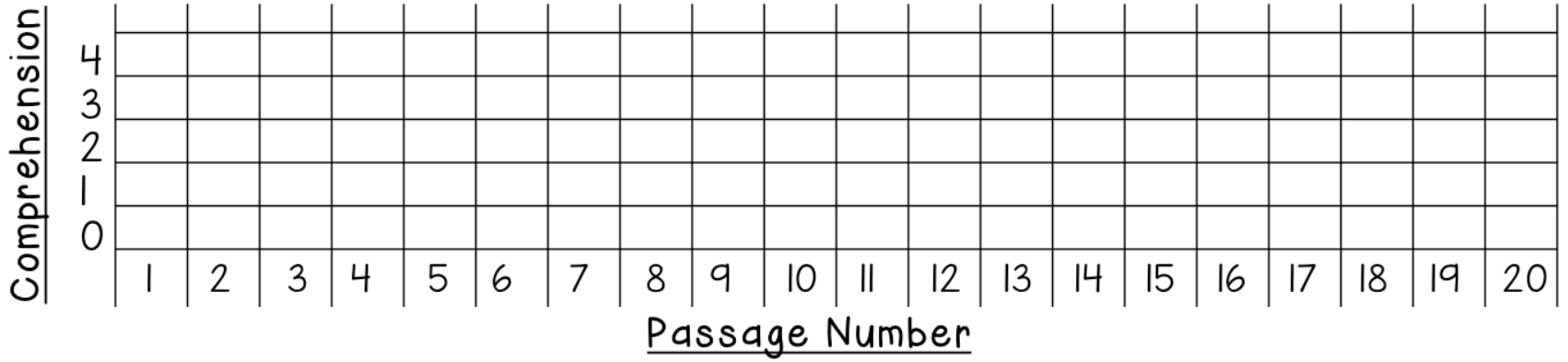
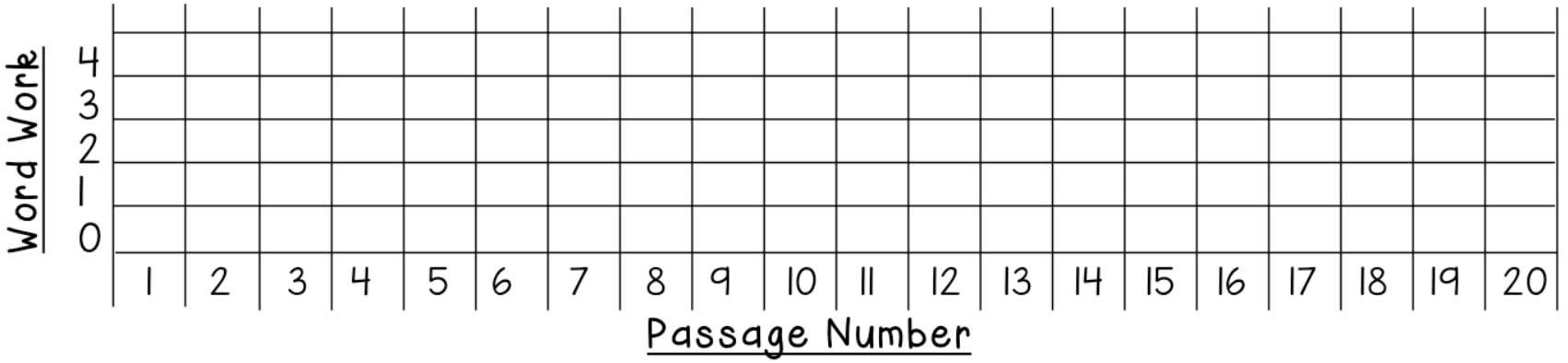
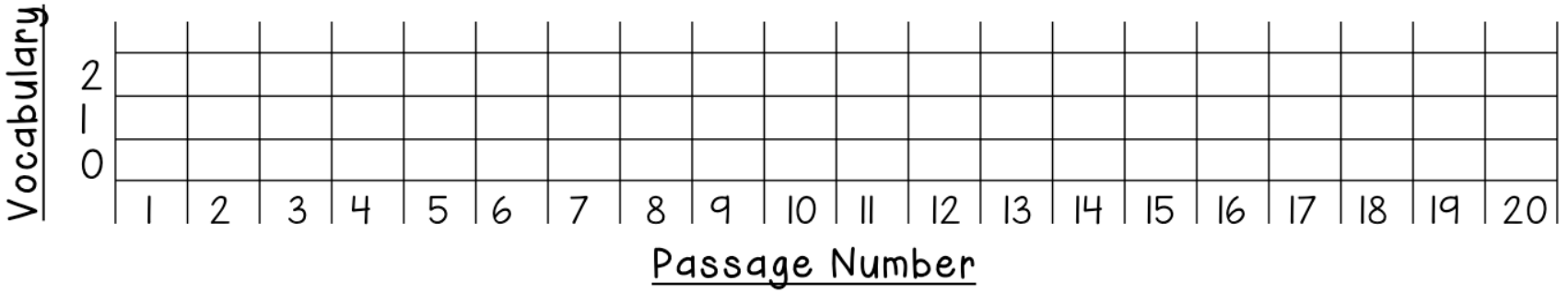
Directions: Complete the bar graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.







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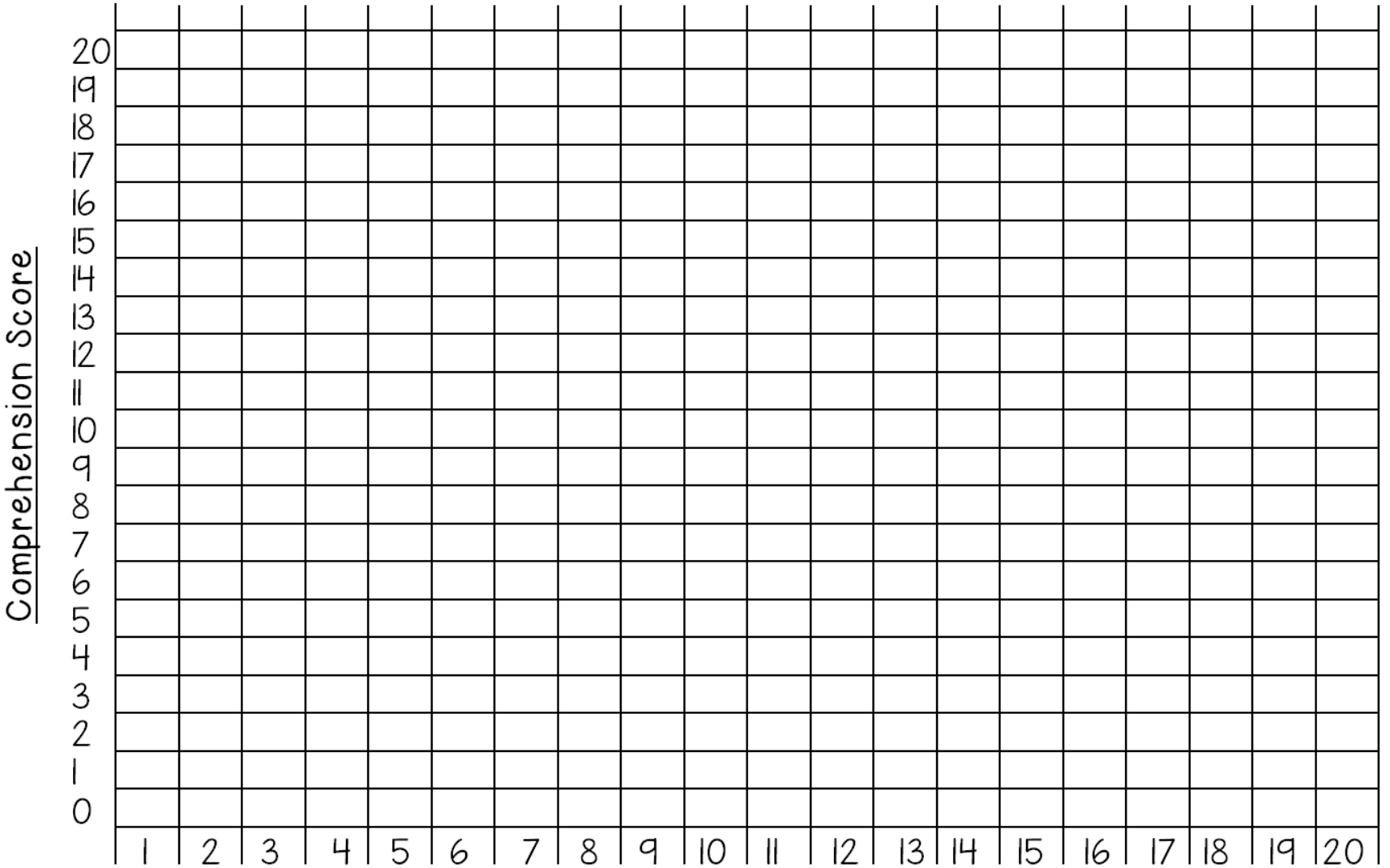
Directions: Complete the bar graph below to progress monitor comprehension growth over time

Comprehension Bar Graph



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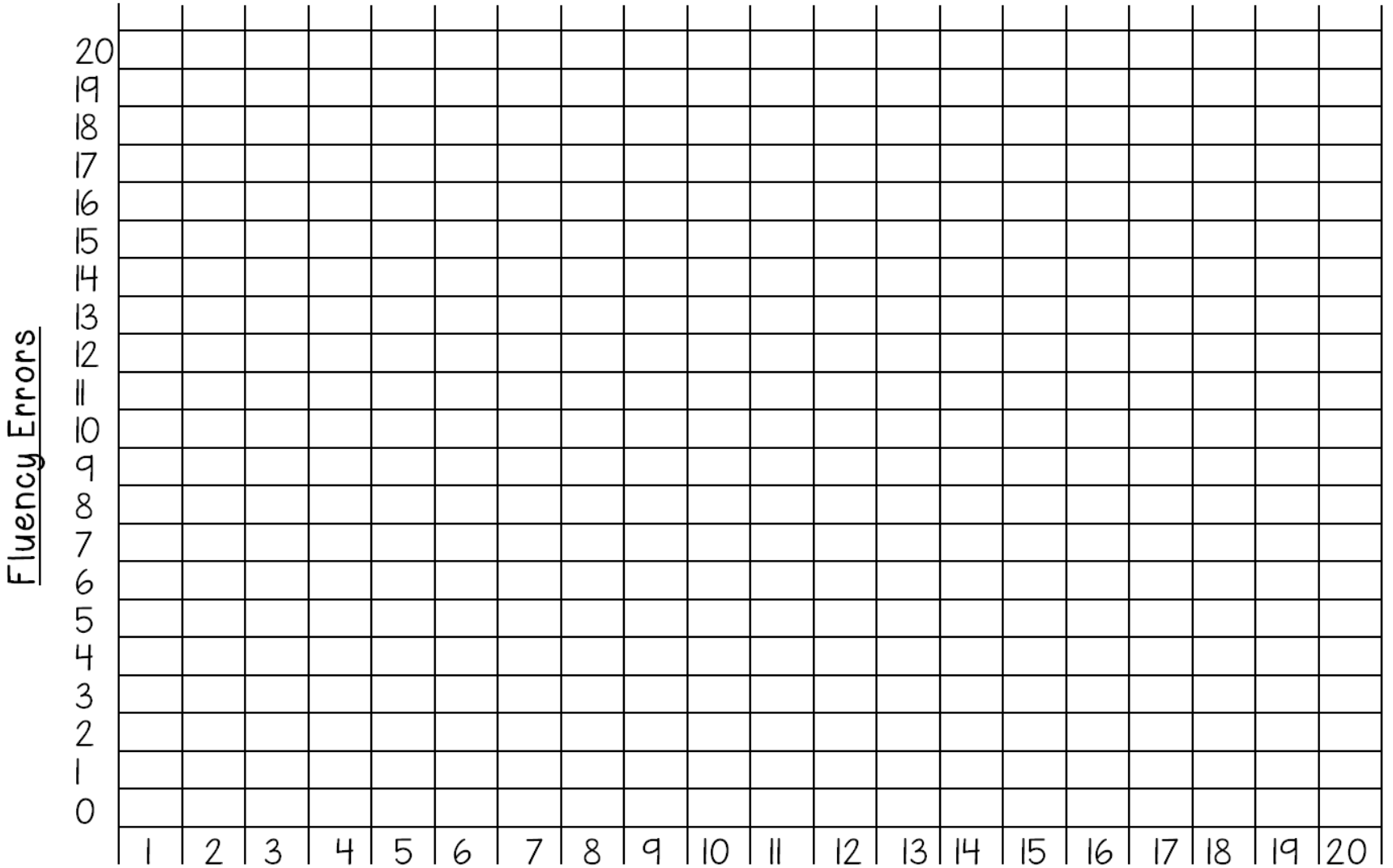
Directions: Complete the bar graph below to progress monitor fluency errors over time

Fluency Errors Bar Graph



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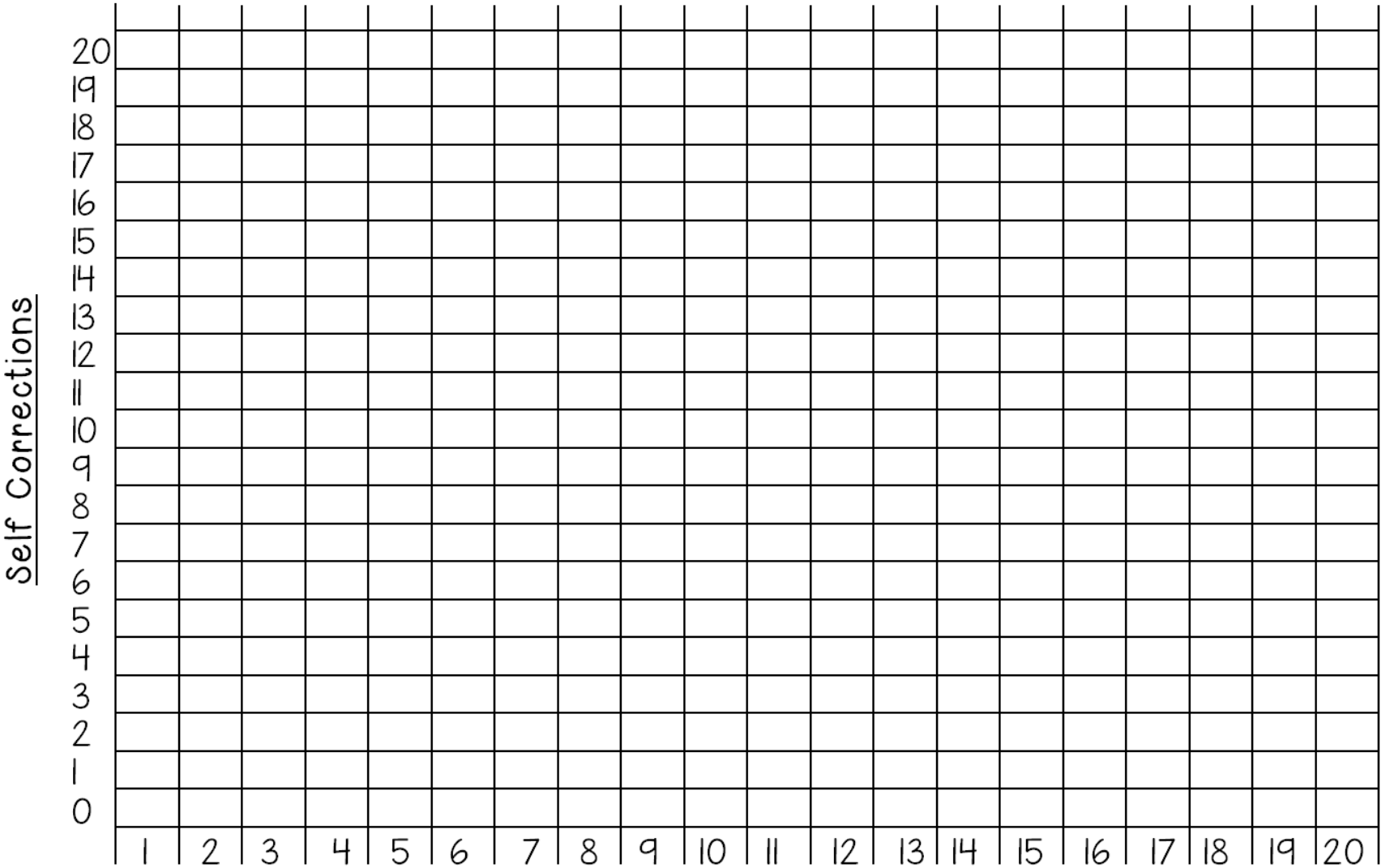
Directions: Complete the bar graph below to progress monitor self corrections over time

Self Corrections Bar Graph



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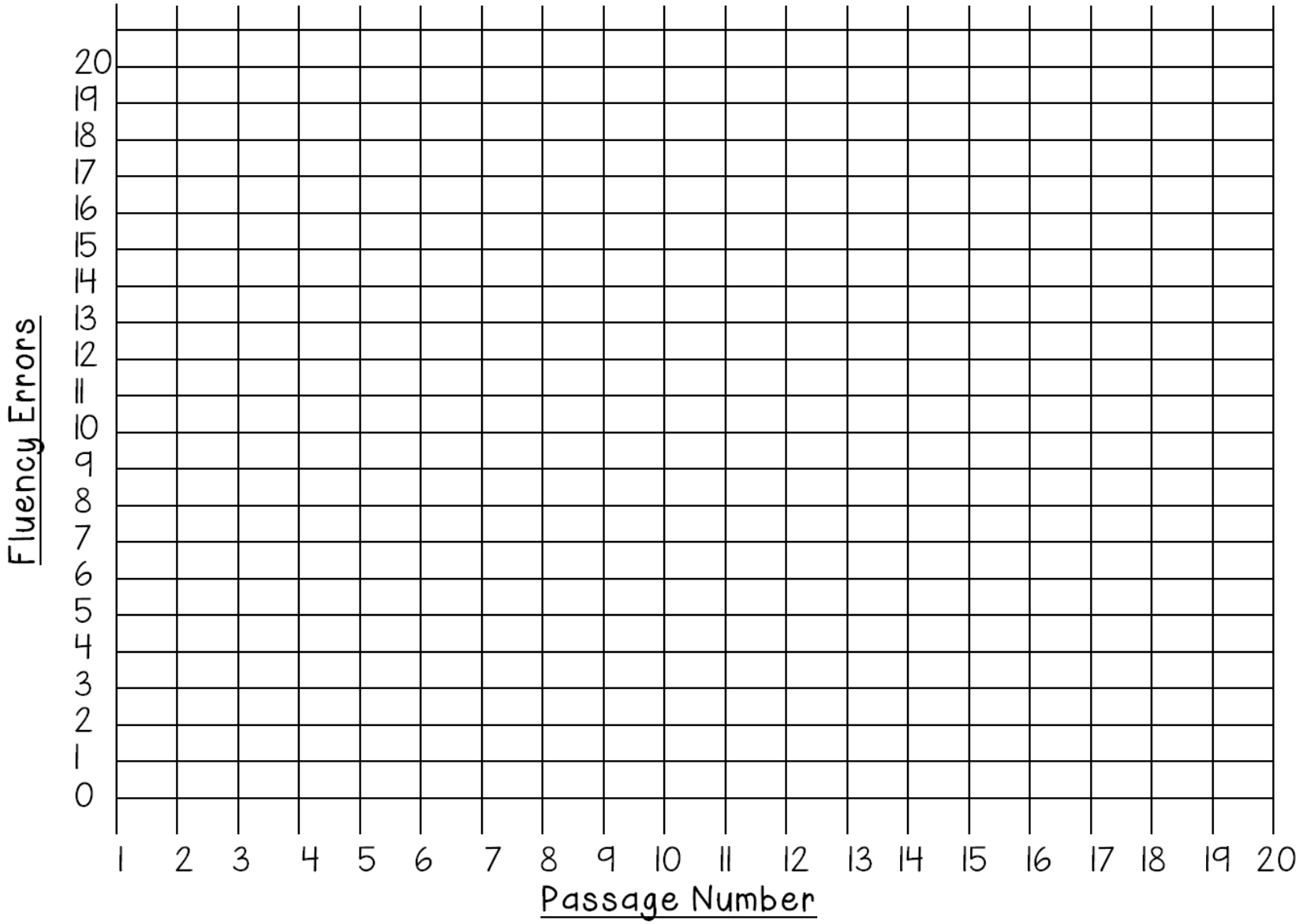
Directions: Complete the line graph below to progress monitor fluency errors over time

Fluency Errors Line Graph



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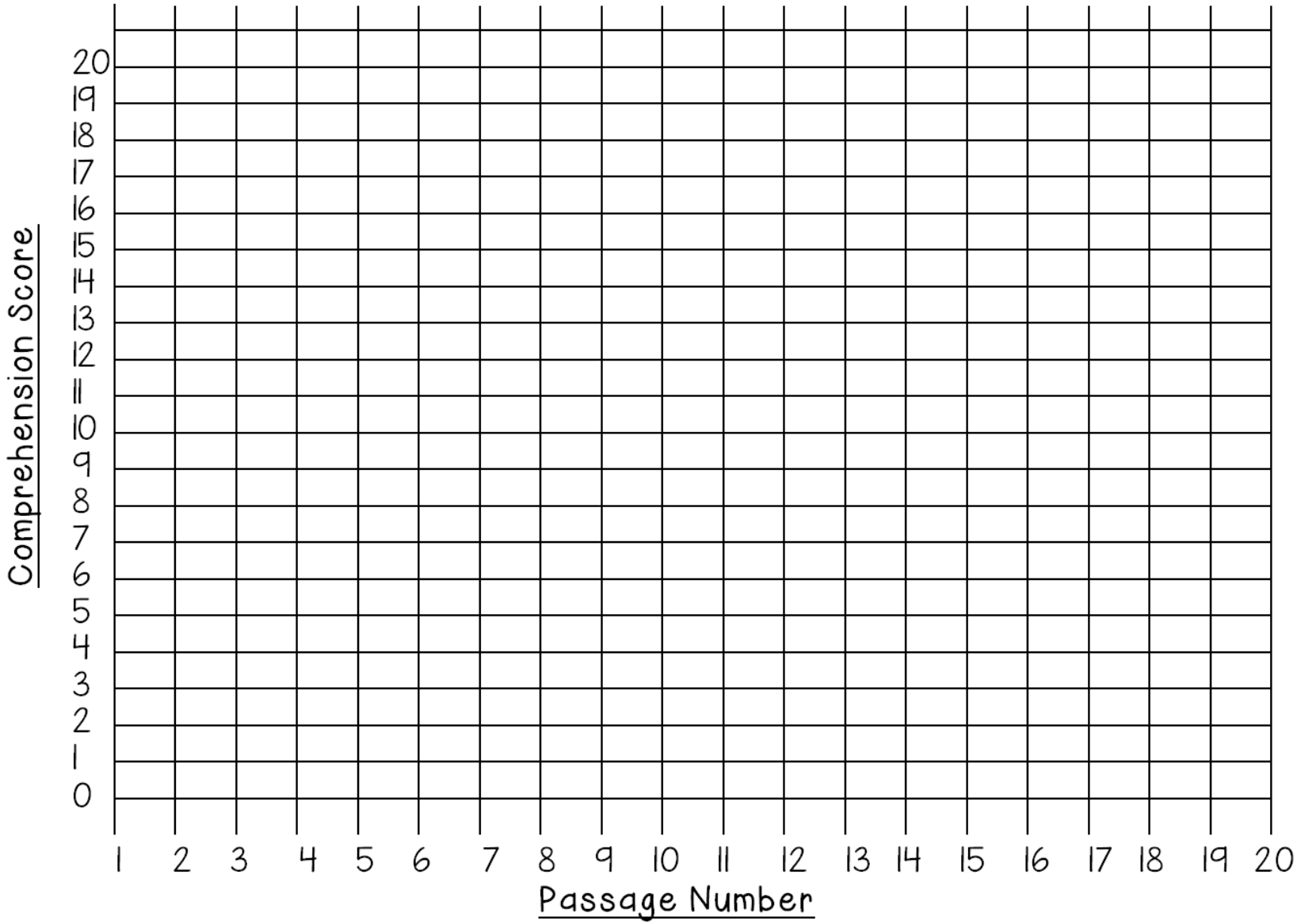
Directions: Complete the line graph below to progress monitor comprehension growth over time

Comprehension Line Graph



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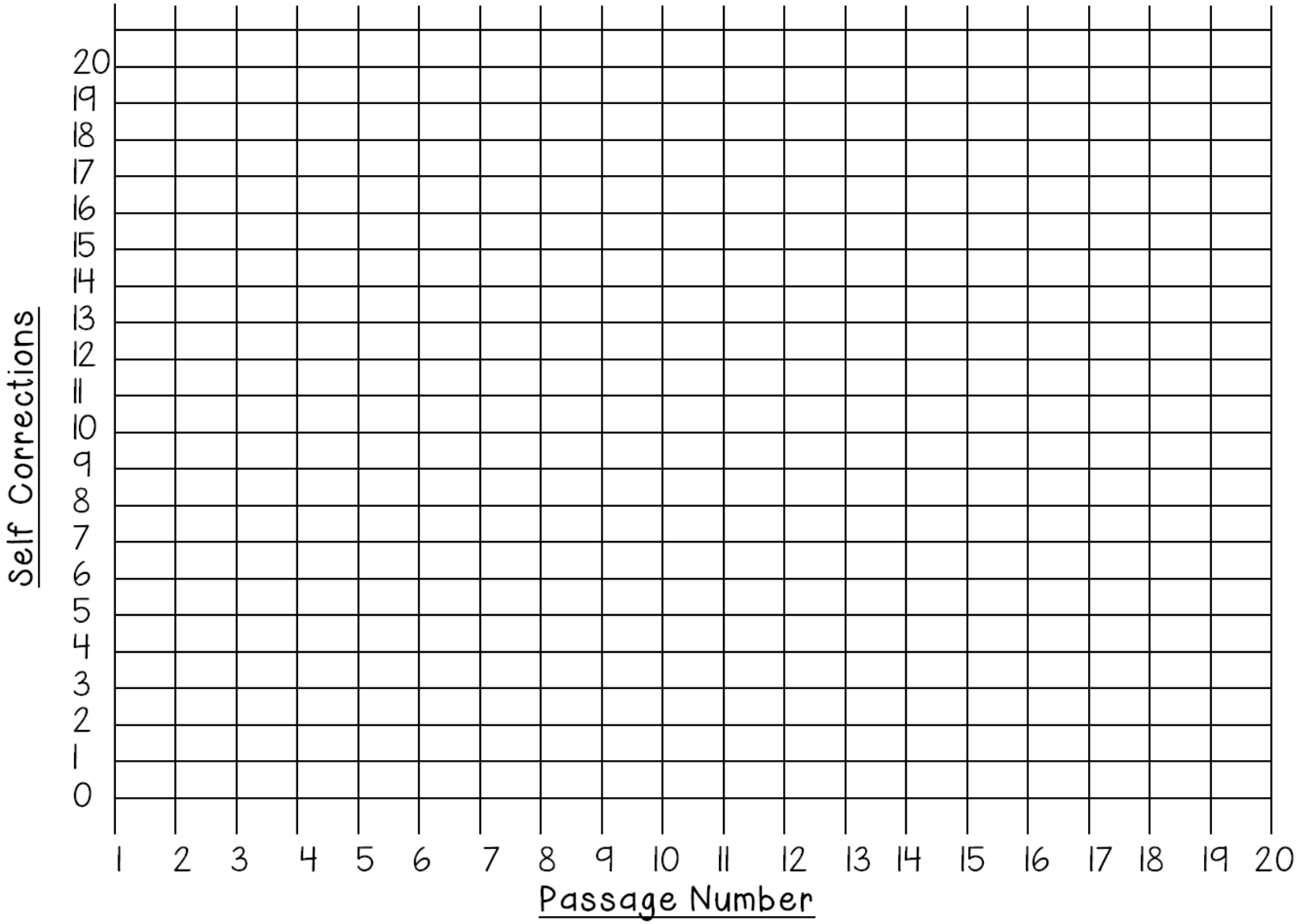
Self Corrections Line Graph



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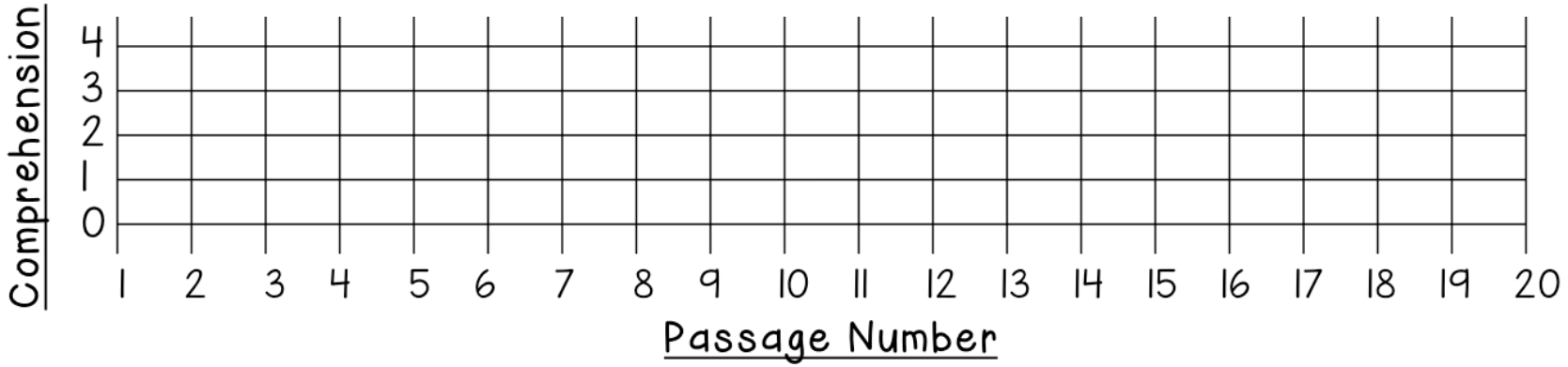

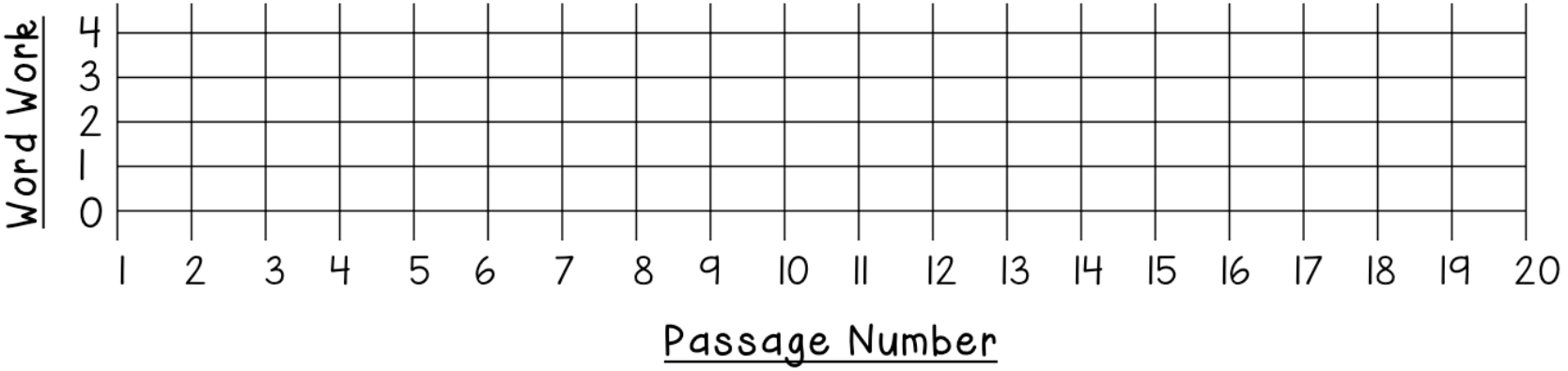

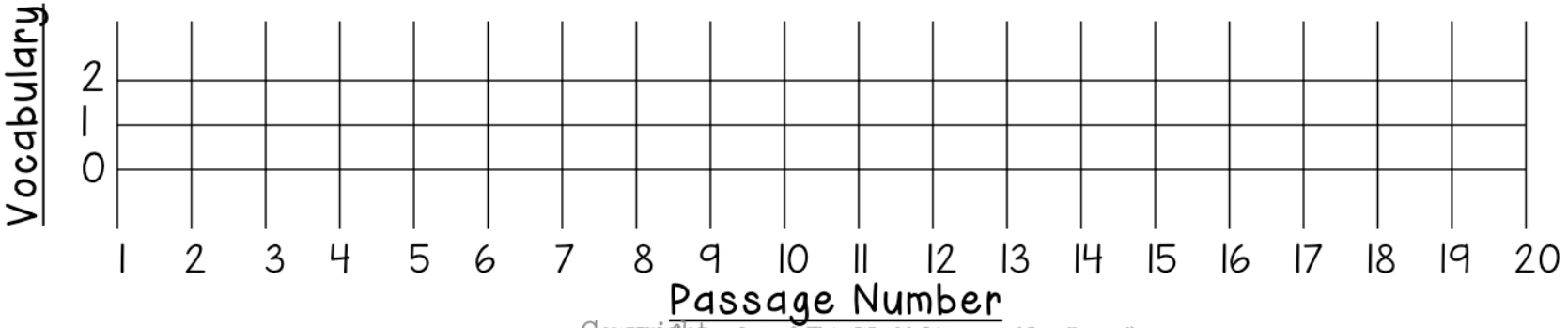

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