Rationale:

*** The purpose of this resource is for teachers, tutors, school volunteers, and home school parents to have access to a systematic intervention program that gives struggling readers extra practice each day.

**********PLEASE NOTE**********

Each passage is **NOT** individually leveled, however, they are organized into the following level ranges:

A-D: 20 passages

E-G: 20 passages

H-K: 20 passages

L-P: 20 passages

Q-T: 20 passages

U-W: 20 passages (coming soon!)

X-Z: 20 passages (coming soon!)

**********PLEASE NOTE**********

This is a GROWING BUNDLE. Sets U-W and X-Z will be posted no later than:

U-W: January 31, 2016

X-Z: January 15, 2016

*****Thank you so much to these amazing artists, whose work is found in this resource!!



Copyright © 2015 Jen Bengel
All rights reserved by author.
Permission to copy for single classroom use only.
Electronic distribution limited to single classroom use only.
Not for public display.



The daily intervention lessons contain extra practice with:

1. Reading Fluency
2. Comprehension (with weekly targeted skills)
3. Word Work (with weekly targeted skills)
4. Vocabulary (5 daily vocab. Words in every passage)

*** The intervention program is flexibly designed to be used either…

1. One-on-one with teacher
2. Independently during an intervention time
3. With a partner, tutor, or school volunteer (the students and teacher pages include clear directions for an aide, volunteer, or even older student to administer the intervention.)
4. In a small guided group
5. In a home school setting

*** The Intervention Program Set One, Level Ranges A-Z includes…

1. 140 reading passages with appropriate content and language for levels A-Z. (20 fiction and nonfiction passages per level range)
2. Reading passages in 4 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.

Completed fluency teacher page

"The Three Levels of Government"

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).

There are three levels of government in the United States. Each	11
level has its own jobs and leaders. The first level is the local	24
government. The leader of the local level is called the mayor.	35
One of the main jobs of the government at this level is to protect	49
and serve the local community. That means the people who live	60
very close to you. The second level of government is the state	72
level. The leader of this level is called the governor. There are	84
many members of this government. One big job they have is to	96
take care of all the public schools in the state. The last level of	110
government is the federal level. The leader of this level is the	122
president. One of the major jobs of the government at this level	134
is to protect our country. They manage all the United States	145
military who fight for our freedom every day.	153

1st Read:	2nd Read:	3rd Read:
Time: 1:50	Time: 1:38	Time: 1:25
# of Errors: 12	# of Errors: 6	# of Errors: 5
# of SC: 10	# of SC: 7	# of SC: 7
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: 8 /12 Time: 1:38 (Choose the middle time) # of Errors: 6 (Choose the middle score)

# of Self Corrections: 7 (Choose the middle score)

Copyright: Out of This World Literacy (Jen Bengel)

Passage 14

3 running records on one page!

Copyright: Out of This World Literacy (Jen Bengel)

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...	government has 3 levels mayor, governor, president local, state, federal	4
Descriptive Language	Which words from the passage are describing words? How do you know?	levels... that tells they're are parts. They are different	3
Finding Major Facts	What do you think was the most important fact in the text? Why do you think it's most important?	The President. Because he is the biggest	2
Finding Minor Facts	Which of the facts was not as important? Why do you think it was not that important?	Telling about the local community. I already knew what a community was	3
Asking Questions	What questions do you still have about the text? How would you try to answer them?	what else does the president do? Maybe read books about the president	4

Comprehension score: 16 /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:

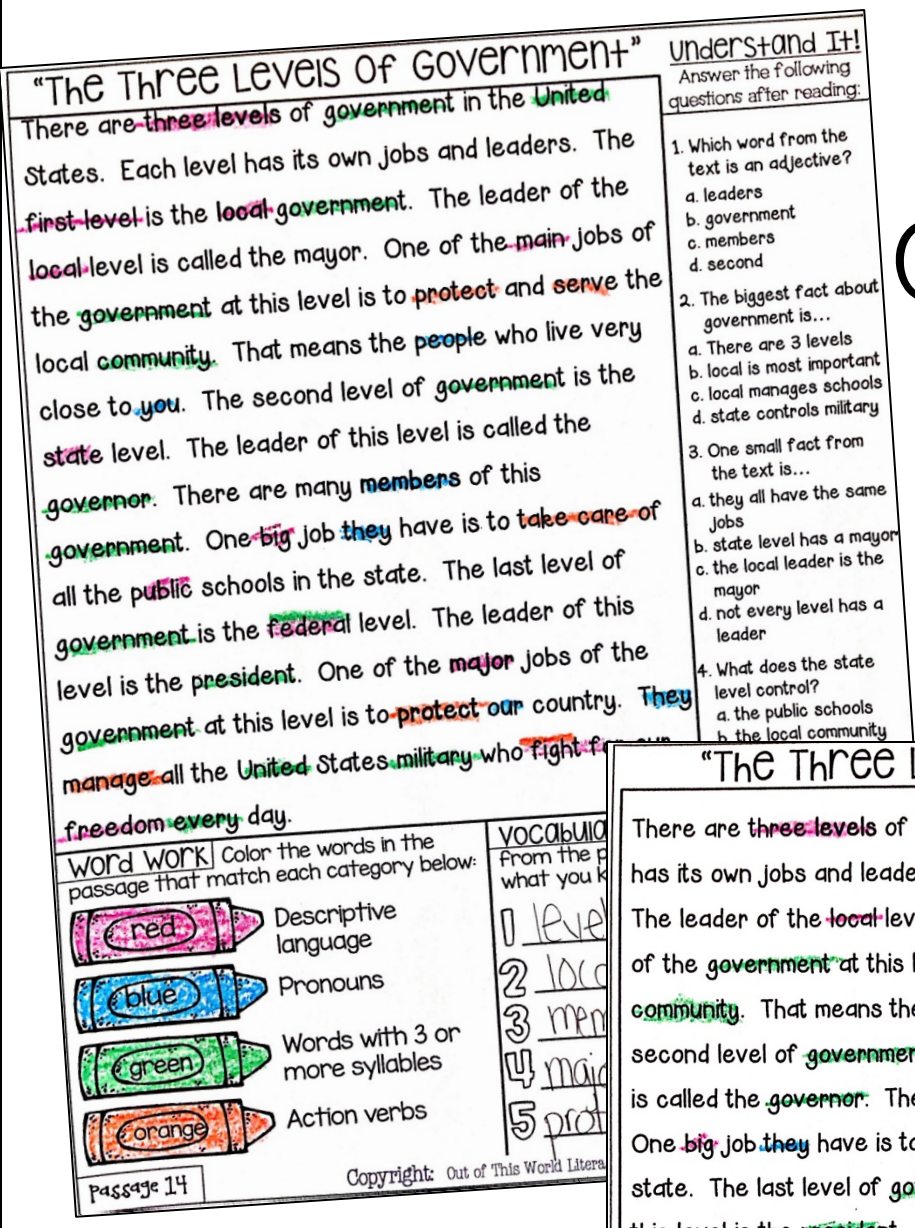
Vocabulary score: 5 /5

Passage 14

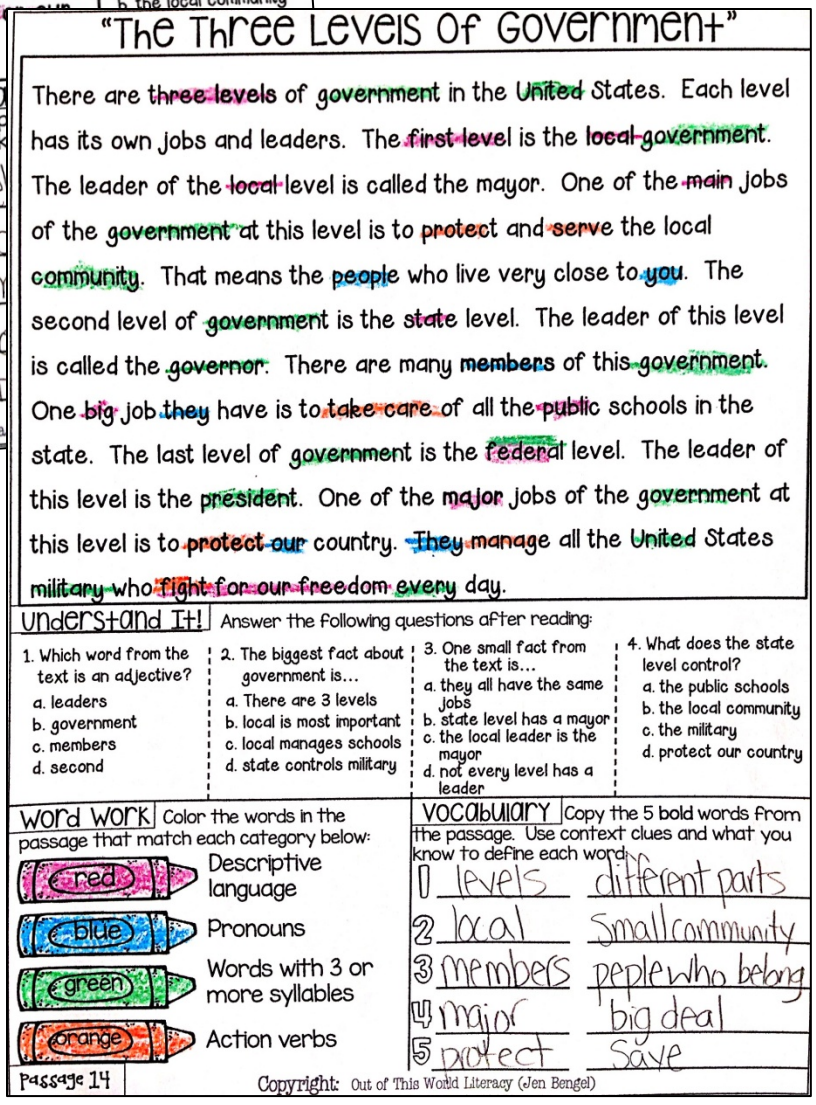
Copyright: Out of This World Literacy (Jen Bengel)

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

Copyright: Out of This World Literacy (Jen Bengel)



Completed Student Sample Pages



Available in 5 formats!

Copyright: Out of This World Literacy (Jen Bengel)

Track student data by class...



"Data Tracking"

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

Copyright: Out of This World Literacy (Jen Bengel)



"Data Tracking"

Student: _____

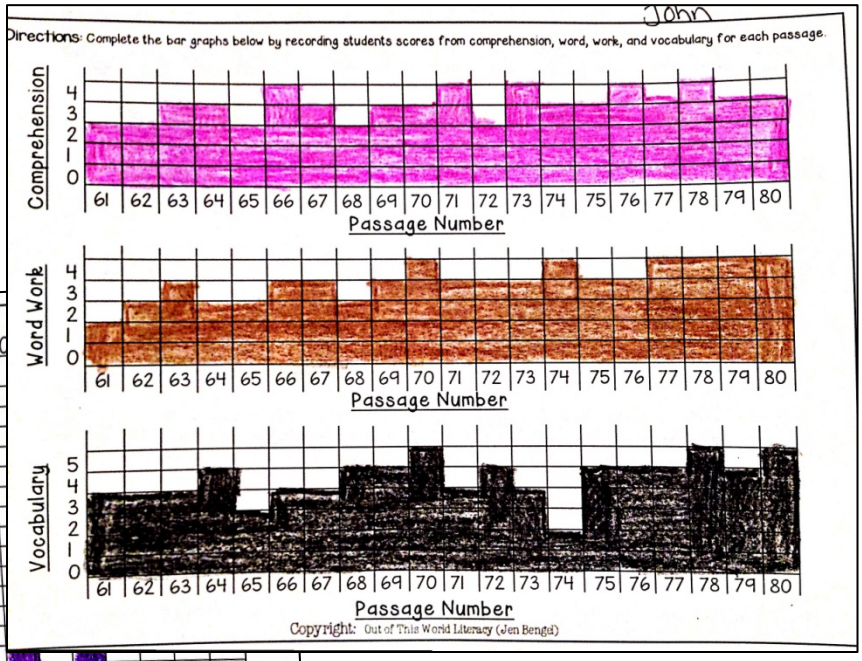
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

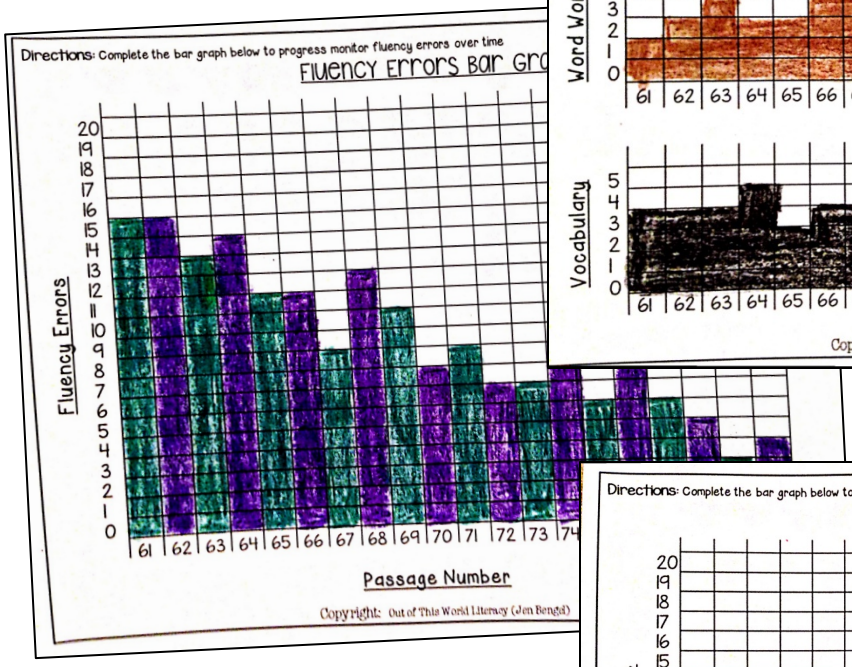
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	W... Work	

Copyright: Out of This World Literacy (Jen Bengel)

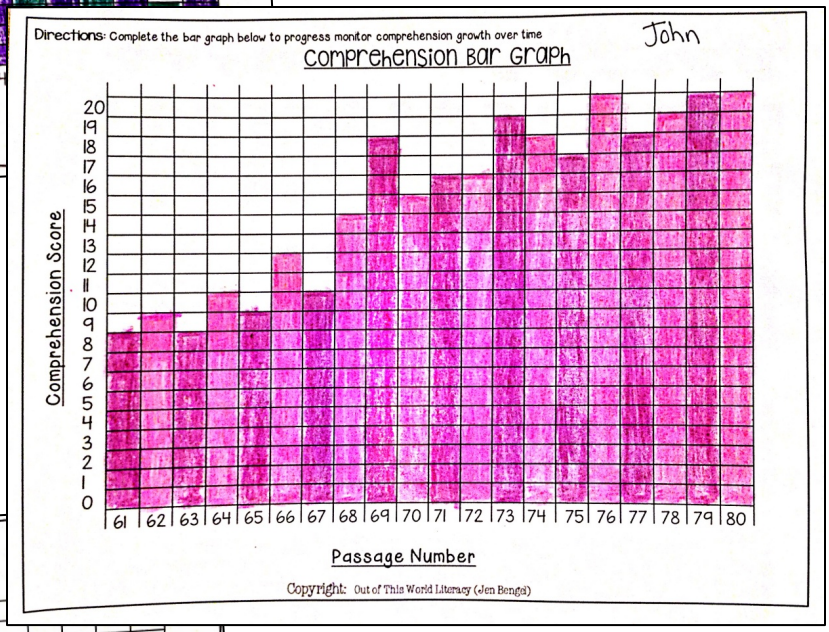
or individual student

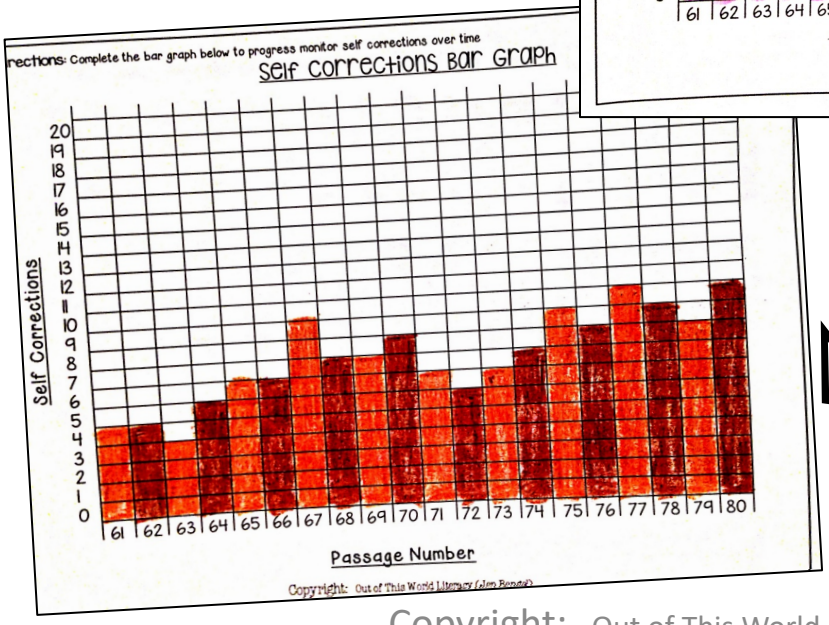
Copyright: Out of This World Literacy (Jen Bengel)





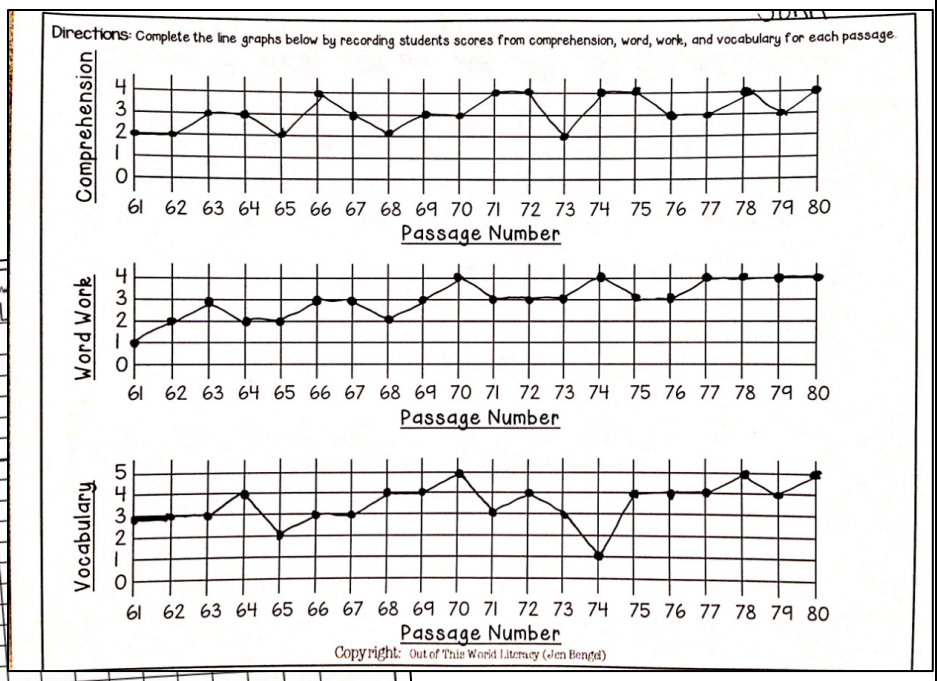
Bar Graphs

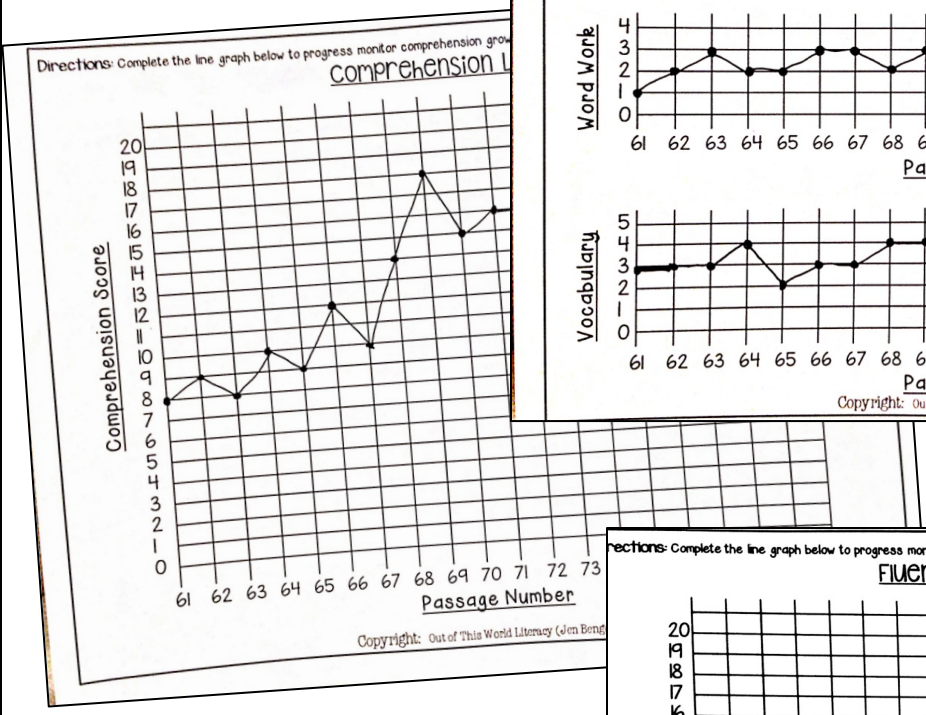




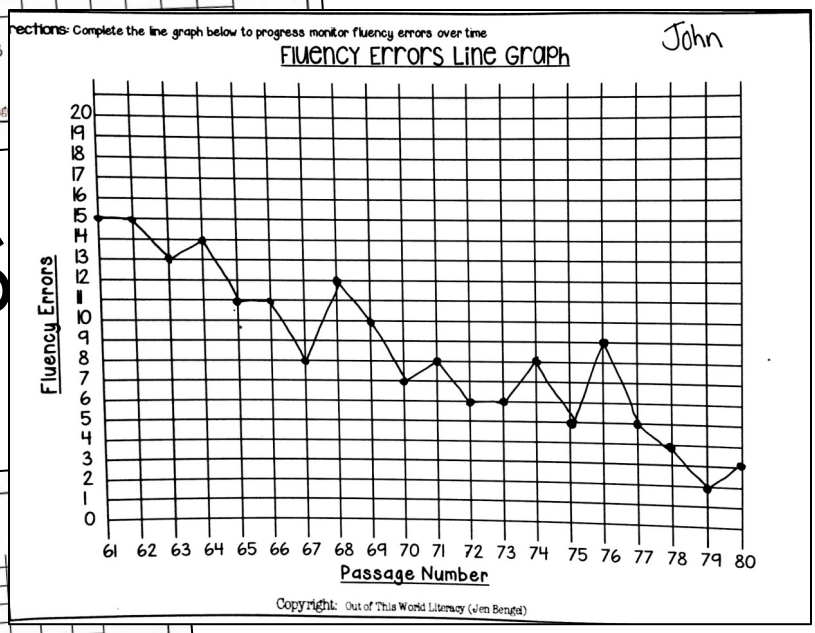
progress Monitoring!!

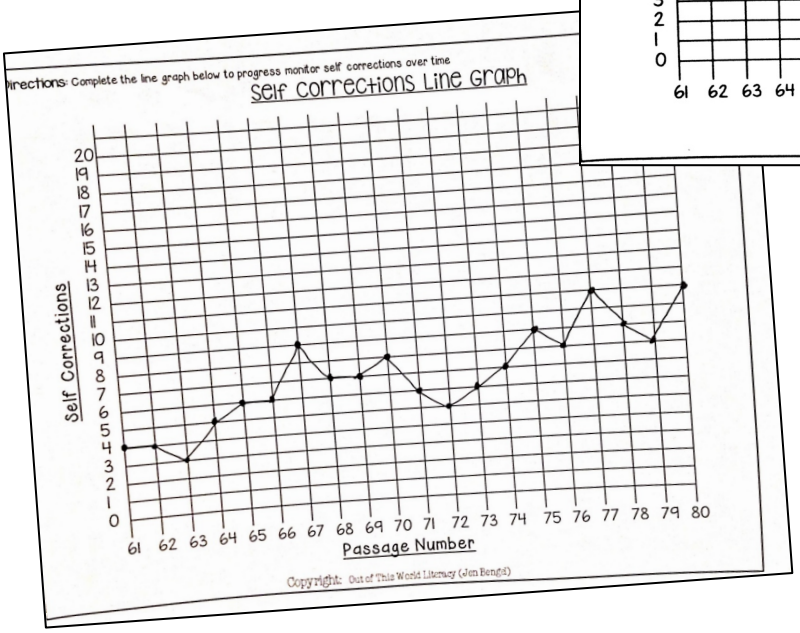
Copyright: Out of This World Literacy (Jen Bengel)





Line Graphs





progress Monitoring!!

Copyright: Out of This World Literacy (Jen Bengel)

Teacher Page

"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.

Copyright: Out of This World Literacy (Jen Bengel)

Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages in this intervention program.

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	The Lost Kitten	160	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. allergic 2. puffy 3. darting 4. scoop 5. neighbors
2	Time to Recycle	157	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. dozen 2. crushed 3. created 4. decided 5. goal
3	A Visit to the Fire Station	171	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. safety 2. practiced 3. drill 4. bulky 5. serious
4	Saving Money is Hard!	155	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. borrowing 2. tempted 3. afford 4. whined 5. sacrificed
5	But I NEED That!	148	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. fails 2. begs 3. spots 4. usually 5. chores
6	A Surprise in the Park	155	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. hollering 2. simply 3. fossil 4. appeared 5. confirmed
7	Career Week	164	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. career 2. community 3. vault 4. struggled 5. instead

Copyright: Out of This World Literacy (Jen Bengel)

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
8	The Family Garden	140	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. pleaded 2. promised 3. harvest 4. research 5. soil
9	The Monday Blues	150	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. starters 2. doze 3. splashed 4. magical 5. exhausted
10	Our Family is Adopting	170	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. grins 2. announced 3. adopting 4. cheering 5. forever
11	North America	138	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. continent 2. island 3. countless 4. flow 5. relied
12	How to Read a Map	155	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. overhead 2. features 3. objects 4. key 5. compass
13	Our Community Government	149	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. government 2. community 3. protect 4. establish 5. manage
14	The Three Levels of Government	153	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. levels 2. local 3. members 4. major 5. protect

Copyright: Out of This World Literacy (Jen Bengel)

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
15	Community Goods and Services	137	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. traits 2. goods 3. services 4. offers 5. provides
16	Plants and Their Parts	156	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. journey 2. stretch 3. nutrients 4. sturdy 5. depending
17	All About Mammals	151	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. means 2. temperature 3. guessed 4. humans 5. basic
18	Rocks	154	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. mineral 2. heavy 3. dull 4. identify 5. scratch
19	Fossils	161	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. remains 2. contains 3. buried 4. important 5. rare
20	Natural Resource	130	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. nature 2. underground 3. survive 4. valuable 5. nonrenewable

Copyright: Out of This World Literacy (Jen Bengel)

"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?

Copyright: Out of This World Literacy (Jen Bengel)

"Time to Recycle"

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).

Sample

Jake and his friends were playing football at recess. Jake's friend	11
Sam threw the football so far Jake had to run as fast as he could to	26
catch it. Jake made the catch. As he caught the ball he felt	40
something hard under his foot. Jake looked down and saw a dozen	52
different crushed soda cans in the grass. He looked some more. He	63
saw plastic bags, papers, and some glass jars too. Jake wondered	74
how all that trash got there. It didn't make sense. Who would	86
throw their trash on the side of the school playground? It made	98
Jake made. It made Jake want to do something. So, he called all his	111
friends over and they created a plan. The boys agreed to clean up	124
the trash at recess the next day. They also decided to make	137
recycling posters and put them around the school. Their goal was	148
to never see trash on their playground again!	157

Sample

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)*

Copyright: Out of This World Literacy (Jen Bengel)

Passage 2

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...		
Predictions	Predict what else Jake might do to help recycle.		
Summarize	Retell what happened at the beginning, middle, and end of the story.		
Make Connections	How are you alike and different from Jake?		
Analyze Characters	What is your opinion of Jake? 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 *(<40% correct)* 2 *(40-60% correct)* 3 *(60-80% correct)* 4 *(90-100% correct)*

Word Work Score: _____/4

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

Vocabulary Score: _____/5

Passage 2

Copyright: Out of This World Literacy (Jen Bengel)

Sample

Sample

"Time to Recycle"

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a **dozen** different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. It didn't make sense. Jake wondered how all that trash got there. Who would throw their trash on the side of the school playground? It made Jake made. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again.

Sample

Understand It!

Answer the following questions after reading:

1. The main idea was…
   a. football
   b. recycling
   c. recess
   d. making posters

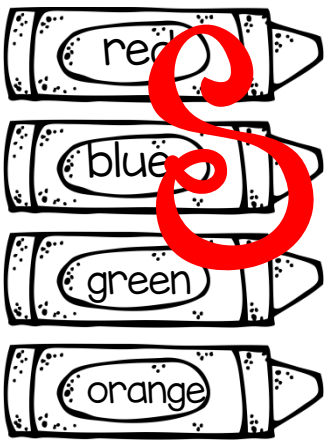
2. I predict the narrator would be ___ If he saw more trash in a week.
   a. happy
   b. excited
   c. patient
   d. sad

3. What was Jake upset about the most?
   a. That people threw their trash on the playground
   b. Missing the catch
   c. Having to pick up trash
   d. Making posters

4. What trait best describes the Jake?
   a. careless
   b. funny
   c. selfish
   d. caring

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. _____

Sample

Copyright: Out of This World Literacy (Jen Bengel)

"Time to Recycle"

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a **dozen** different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. It didn't make sense. Jake wondered how all that trash got there. Who would throw their trash on the side of the school playground? It made Jake made. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again!

Sample

Sample

Copyright: Out of This World Literacy (Jen Bengel)

"Time to Recycle"

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a dozen different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. It didn't make sense. Jake wondered how all that trash got there. Who would throw their trash on the side of the school playground? It made Jake made. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again!

Sample

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. football
   b. recycling
   c. recess
   d. making posters

2. I predict the narrator would be ___ If he saw more trash in a week.
   a. happy
   b. excited
   c. patient
   d. sad

3. What was Jake upset about the most?
   a. That people threw their trash on the playground
   b. Missing the catch
   c. Having to pick up trash
   d. Making posters

4. What trait best describes the Jake?
   a. careless
   b. funny
   c. selfish
   d. caring

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. _____

Copyright: Out of This World Literacy (Jen Bengel)

"Time to Recycle"

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a **dozen** different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. It didn't make sense. Jake wondered how all that trash got there. Who would throw their trash on the side of the school playground? It made Jake made. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again!

Sample

Understand It!

Answer the following questions after reading:

1. The main idea was…
   a. football
   b. recycling
   c. recess
   d. making posters

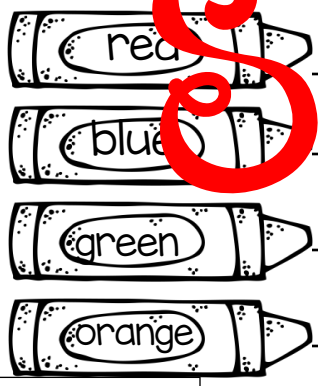
2. I predict the narrator would be ___ If he saw more trash in a week.
   a. happy
   b. excited
   c. patient
   d. sad

3. What was Jake upset about the most?
   a. That people threw their trash on the playground
   b. Missing the catch
   c. Having to pick up trash
   d. Making posters

4. What trait best describes the Jake?
   a. careless
   b. funny
   c. selfish
   d. caring

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. _____

Sample

Copyright: Out of This World Literacy (Jen Bengel)

"But I NEED That!"

Name: _____ Date: _____ Week: _____

It never fails that every time Julia's mom takes her anywhere, Julia	11
begs for her mom to buy her something. It doesn't matter where	23
they are. Julia will find something she wants. She usually starts	34
off by asking her mom very nicely when she spots something she	45
wants. Julia's mom almost always says, 'not today dear.' That's	55
when Julia starts whining. She says, 'but mom...I NEED that!' It	66
doesn't matter if it's a piece of candy or a new shirt. Julia always	80
thinks she 'needs' everything. Julia's mom told her that she	90
didn't 'need' those things, she just wanted them. She told Julia	101
she would make a deal. She would buy all the things Julia	115
'needed.' Then Julia could do chores to save money for the things	127
she 'wanted.' They made a list of chores she could do. Soon Julia	139
was buying things she wanted for herself.	148

Sample

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				

Sample

Copyright: Out of This World Literacy (Jen Bengel)