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.

*** Each passage is NOT individually leveled, however, they ***range*** from Fountas and Pinnell Levels A-D.

*** Illustrations for each text are provided at this level.

*** You may need to orally read the comprehension multiple choice questions for each passage at this level as well.

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 (2 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 includes...

1. 10 fiction reading passages with appropriate content and language for levels A-D.
2. 10 nonfiction reading passages with appropriate content and language for levels A-D.
3. Reading passages in 4 different student-friendly formats
4. Teacher/tutor fluency page with clear directions, running record with word count, and space for scoring fluency skills.
5. Targeted Comprehension questions for each passage
6. Targeted Word Work activities for each passage
7. 2 Bolded vocabulary in each passage, with space for students to draw each word.
8. Teacher/tutor comprehension, word work, and vocabulary instruction pages with space to collect data and additional comprehension questions for guided instruction.
9. Progress monitoring pages for teachers/tutors to track student growth with fluency, comprehension, word work, and vocabulary.

Complete answer keys for every passage

"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

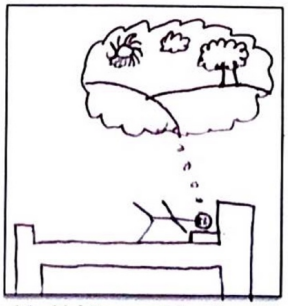
Color the words in the passage that match each category below:

- 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



2. crying



Passage 3

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Digital version included

GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

All student activities are available in digital format compatible with Google classroom. They are available in the Google Slides format.

Google Slides™:

All student and teacher pages are available through Google Slides. Students can simply add text boxes to any area they wish to type in. To access the Google Slides for this resource, copy and paste the link below into your browser.

***NOTE**: You'll need to make a copy of the folder before you can use it and make edits.

Directions:

1. Create a FREE Google Account if you do not already have one.
   - Click Here to create an account.
2. CLICK THIS LINK to download the resource to your Google drive.
3. Open the file in your Google drive and click **File > make copy.**
   * It's VERY important that you do this so that students are not changing your original copy.
4. Open the copy version and click **share link**. Make sure to choose **can view** from the drop down. Share the link with your students.
5. Once they receive the link, students need to click **File > Make a copy** in order to complete the work.
6. After completing the work, students click **share link** and share the work back with you.

Mp3 for listening to reading available

GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

All student activities are available in digital format compatible with Google classroom. They are available in the Google Slides format.

Google Slides™:

All student and teacher pages are available through Google Slides. Students can simply add text boxes to any area they wish to type in. To access the Google Slides for this resource, copy and paste the link below into your browser.

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5. Once they receive the link, students need to click **File > Make a copy** in order to complete the work.
6. After completing the work, students click **share link** and share the work back with you.

"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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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	I Can Read	64	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. read 2. happy
2	Jack Wanted a Dog	58	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. sad 2. begged
3	The Bad Dream	55	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. dream 2. crying
4	Stop the Bus!	59	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. rush 2. brush
5	The Lost Puppy	53	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. store 2. friends

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	Let's Play a Game	55	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. stuck 2. nicely
7	I Do NOT Need a Nap!	60	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. crabby 2. rubbed
8	The Cat That Could Surf	60	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. waves 2. people
9	The Super Bird	59	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. falling 2. saved
10	The Mouse Ate the Cookie	55	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. crumbs 2. pet

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
11	Why Do Dogs Bark?	53	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. talk 2. scared
12	Dump Trucks	55	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. load 2. drive
13	A Teacher's Job	53	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. help 2. safe
14	Bees and Bears	55	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. sweet 2. hive
15	All About Pigs	62	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. roll 2. smart

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	How Old Are Turtles?	53	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. shell 2. inside
17	How to Fly a Kite	67	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. fly 2. wind
18	What is a Road Trip?	65	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. trip 2. friends
19	In a Big City	63	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. small 2. loud
20	Farm Animals	53	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. lay 2. ride

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Teacher Page

"Tips for Fluency"

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.

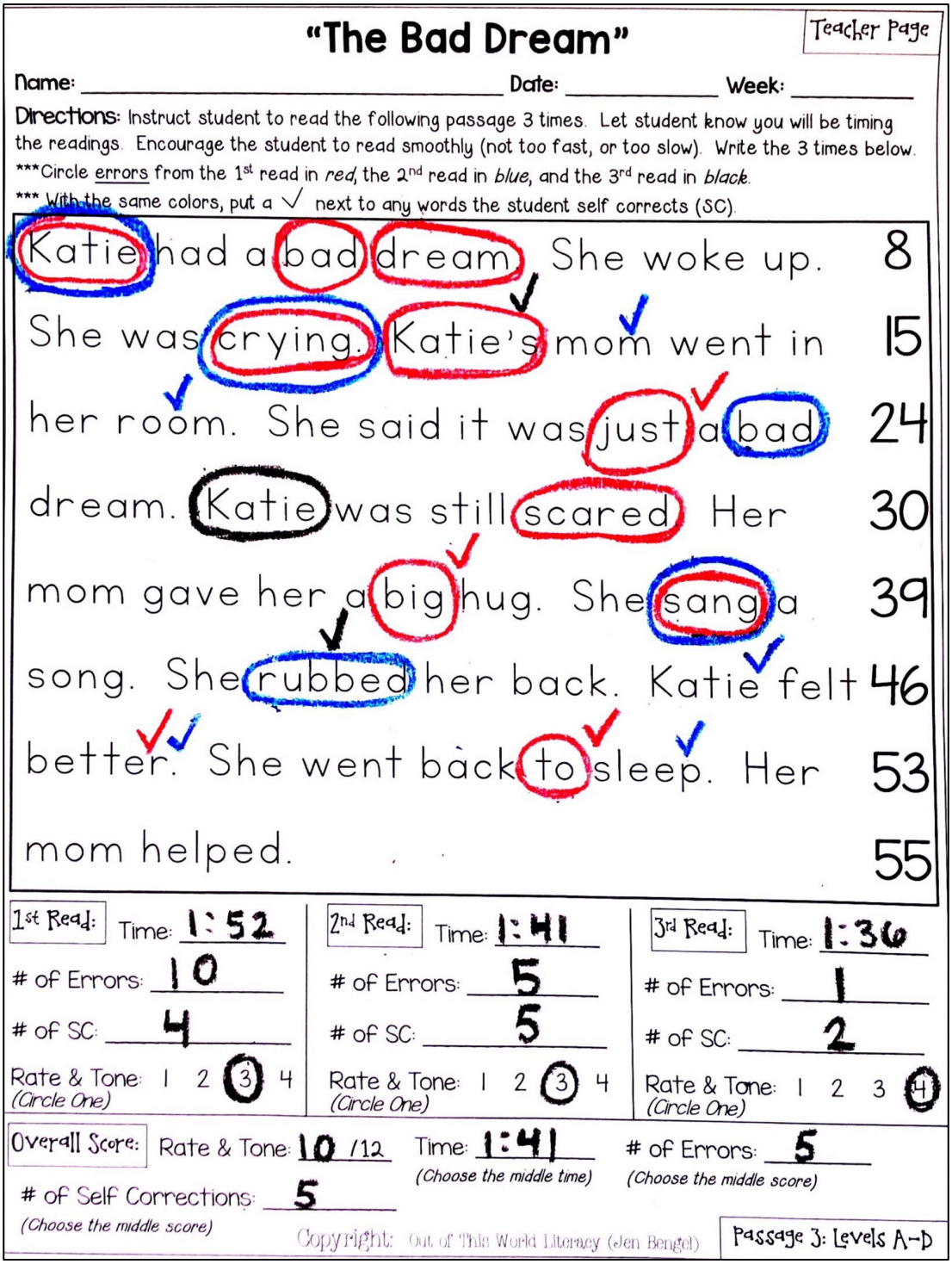
Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

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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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: 10	# of Errors: 5	# of Errors: 1
# of SC: 4	# of SC: 5	# 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 (Choose the middle score) Time: 1:41 (Choose the middle time) # of Errors: 5 (Choose the middle score)

# of Self Corrections: 5 (Choose the middle score)

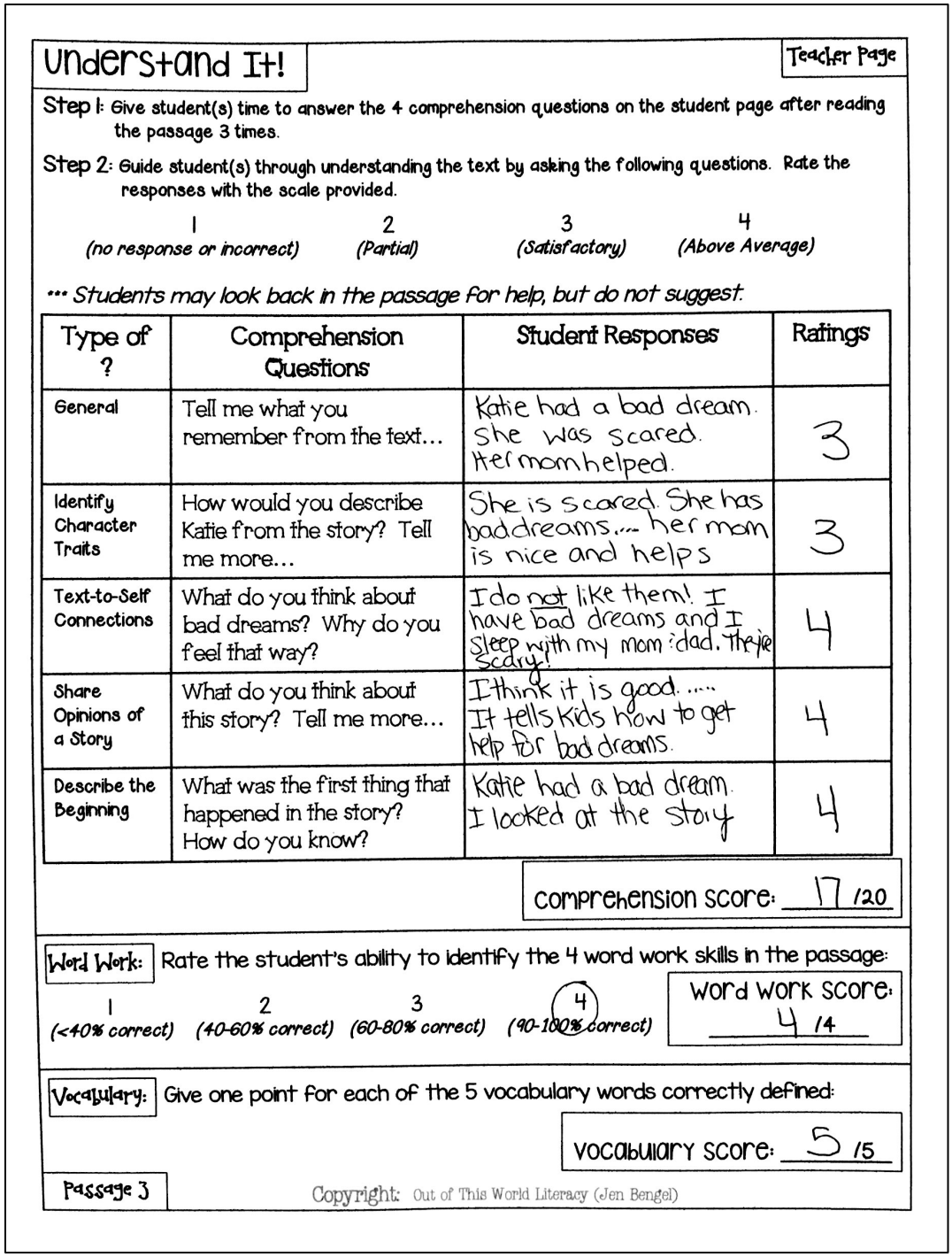
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Passage 3: Levels A–D

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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Everything is on ONE PAGE

Available in 5 formats!

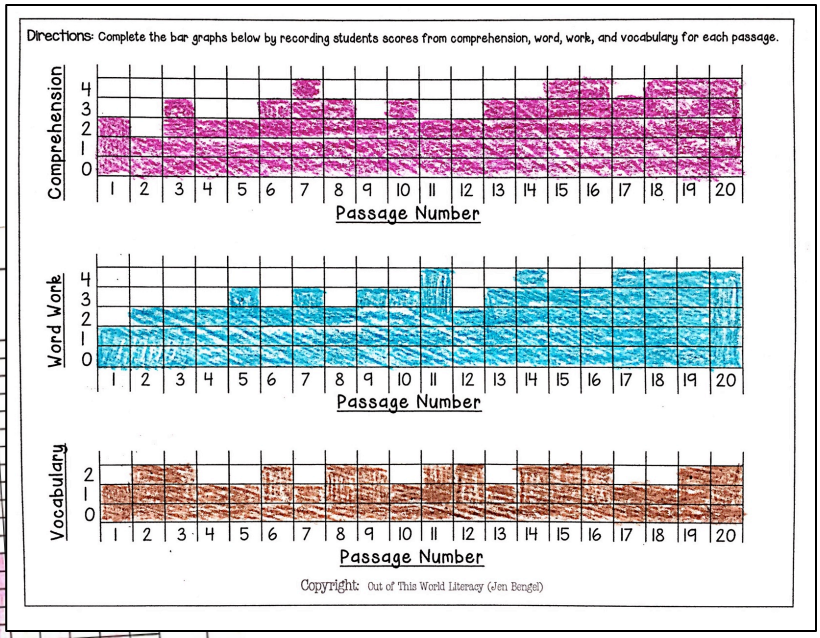
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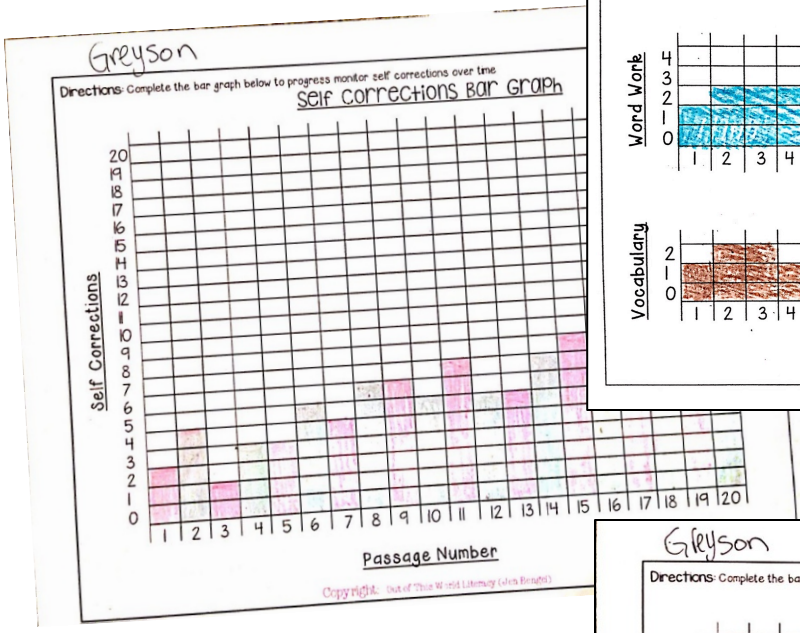
Track student data by class...


"Data Tracking"

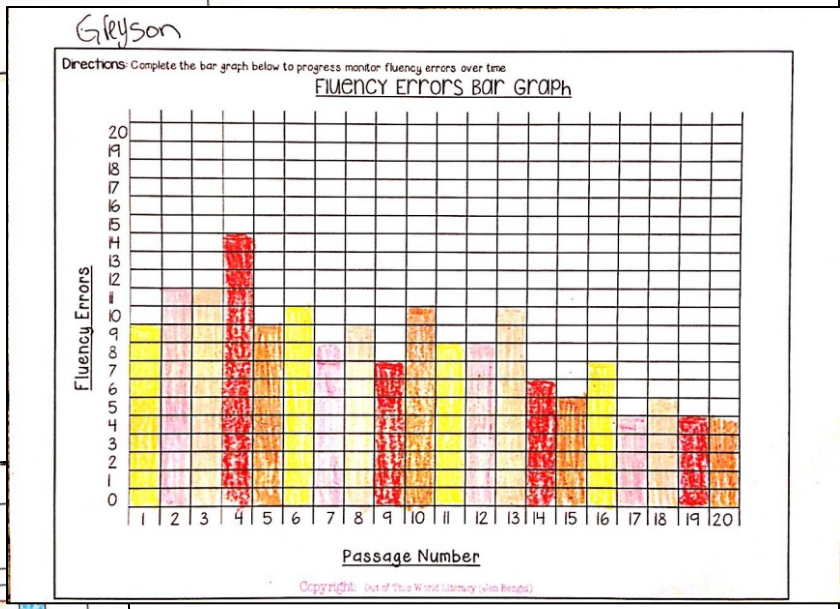
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

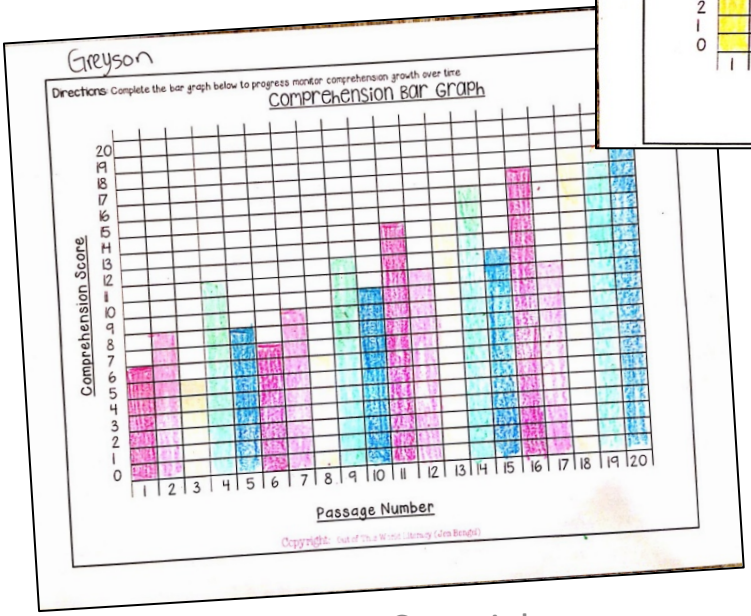
Pass. #	Student	Date	Rate and Tone	Time	# Errors	# SC	Comp	Word Work	Vocab





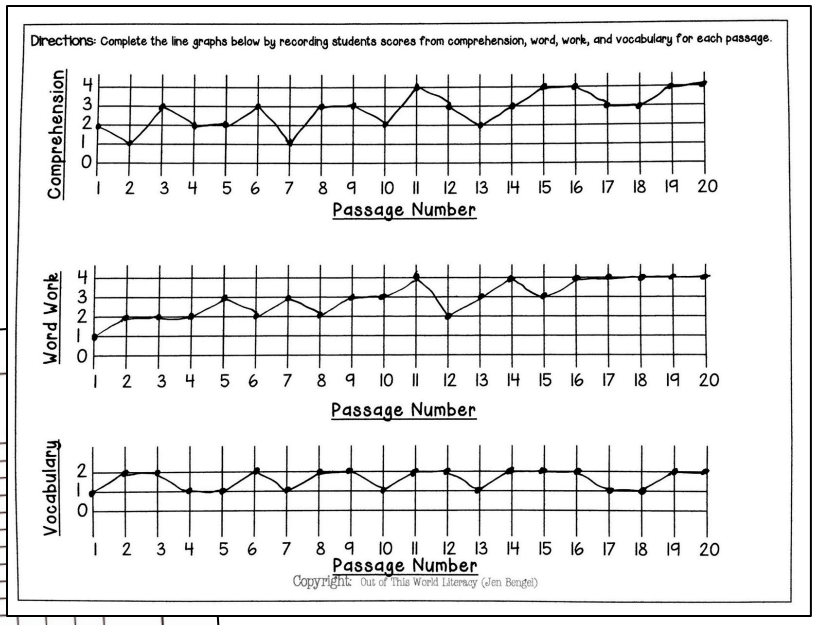
Bar Graphs

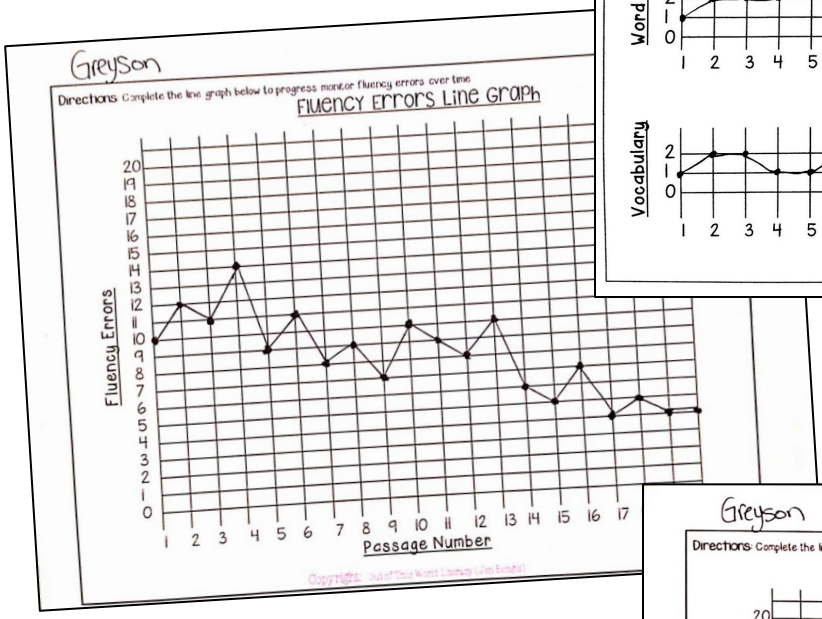




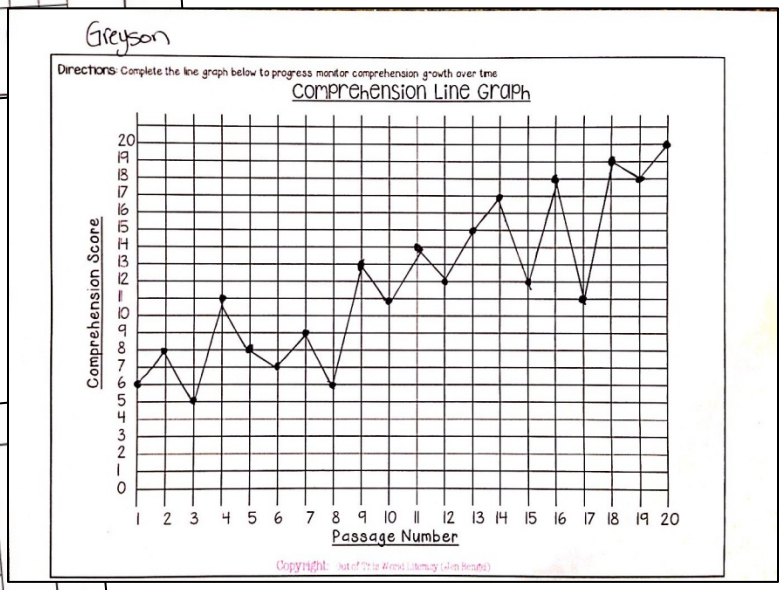
Progress Monitoring!!

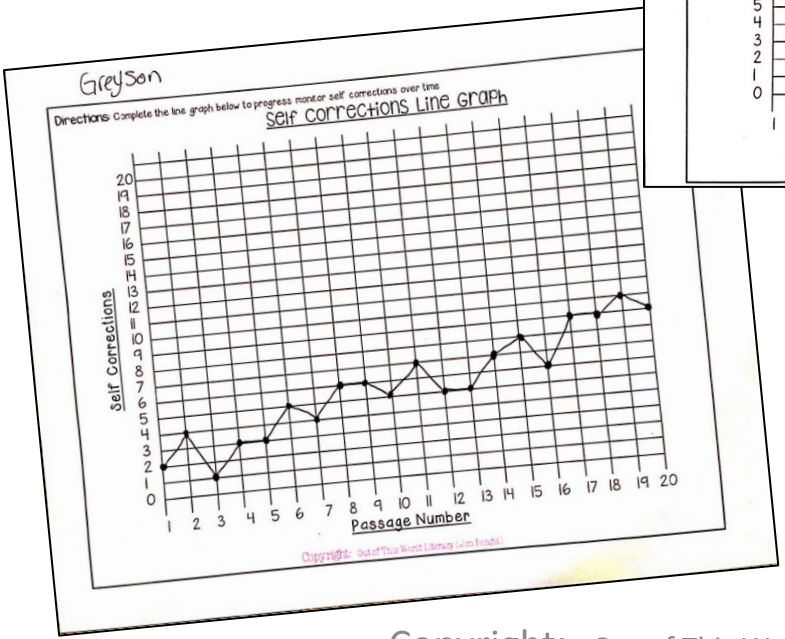
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Line Graphs





Progress Monitoring!!

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Section One: Teacher Pages

- Print these running records and comprehension teacher pages front and back to create one page of progress monitoring data for each passage!

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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

Sample

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 describ… am fro… th… st…y? …ell m… mo…		
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?		

Sample

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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Section Two: Student Pages

- Format One:
  - Passage
  - Comprehension
  - Word Work
  - Vocabulary
- Format Two:
  - Passage
- Format Three:
  - Passage
  - Comprehension
  - Word Work
  - Vocabulary
- Format Four:
  - Passage
  - Comprehension
  - Blank Word Work
  - Vocabulary
- Format Five:
  - Passage
  - Fluency Homework Chart

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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!

Sample

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!

Sample





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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!

Sample

Understand It! Answer the following questions after reading:

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

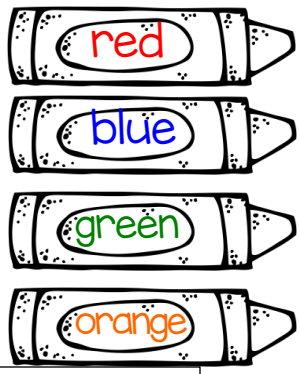
2. How does Sam feel about reading?
   a. it is fun
   b. it is not fun
   c. it makes her sad
   d. it makes her tired

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!

Sample

Understand It!

Answer the following questions after reading:

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

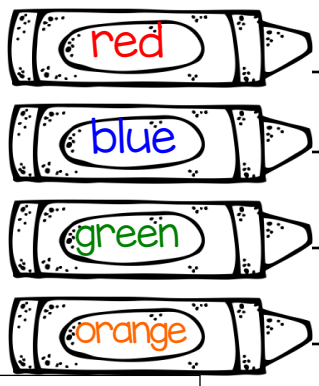
2. How does Sam feel about reading?
   a. it is fun
   b. it is not fun
   c. it makes her sad
   d. it makes her tired

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 _____

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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

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				

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Section Three: Progress Monitoring Data Forms

- Data tracking by student or class
- Bar graphs for progress monitoring fluency, comprehension, word work, and vocabulary.
- Line graphs for progress monitoring fluency, comprehension, word work, and vocabulary.

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Student: _____

Passage	Mon.	Tues.	Wed.	Thurs.
I Can Read				
Jack Wanted a Dog				
The Bad Dream				
Stop the Bus				
The Lost Puppy				
Let's Play a Game				
I Do Not Need a Nap!				

Sample

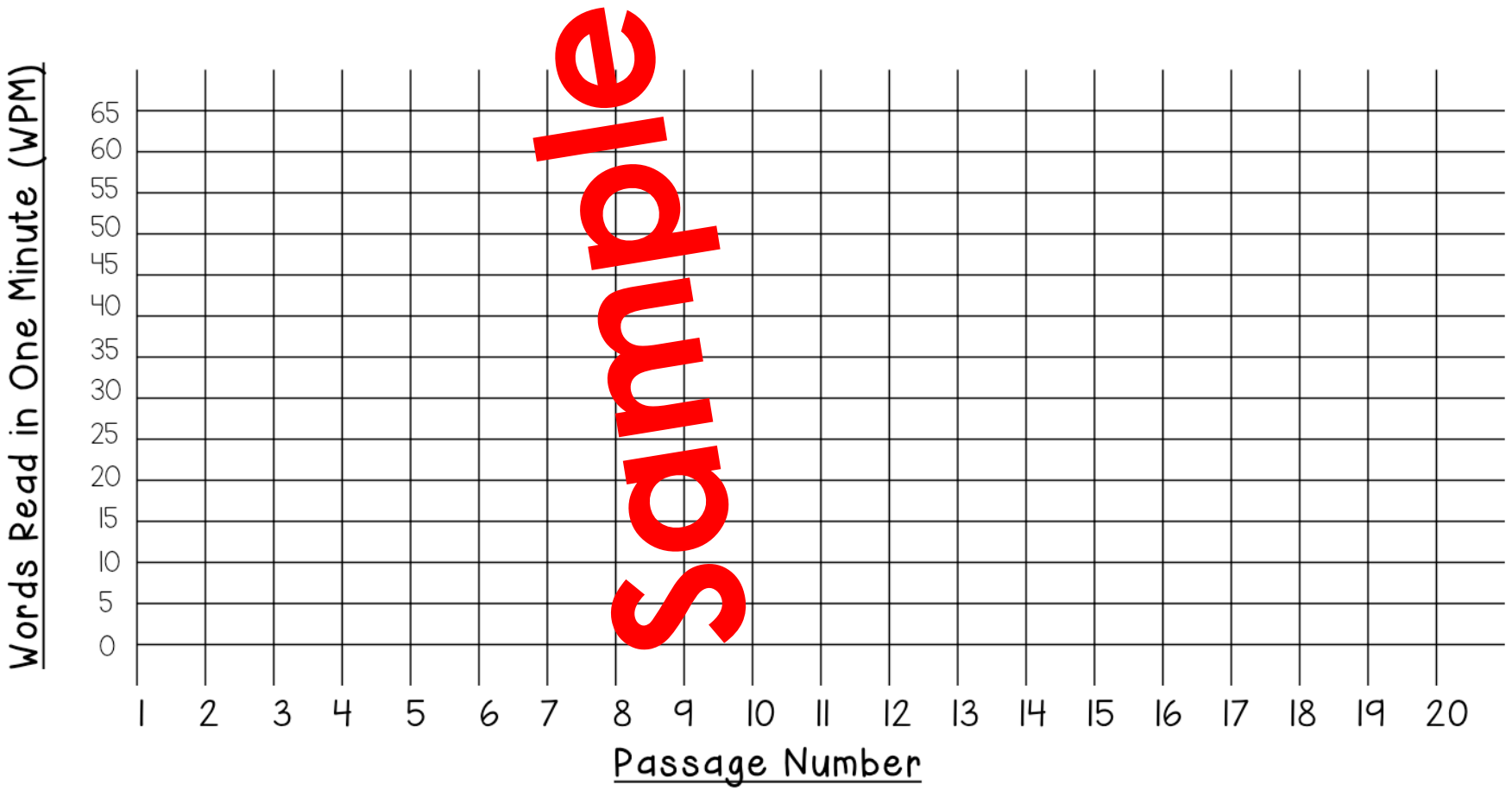
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Fluency Line Graph

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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"Data Tracking"

Student: _____

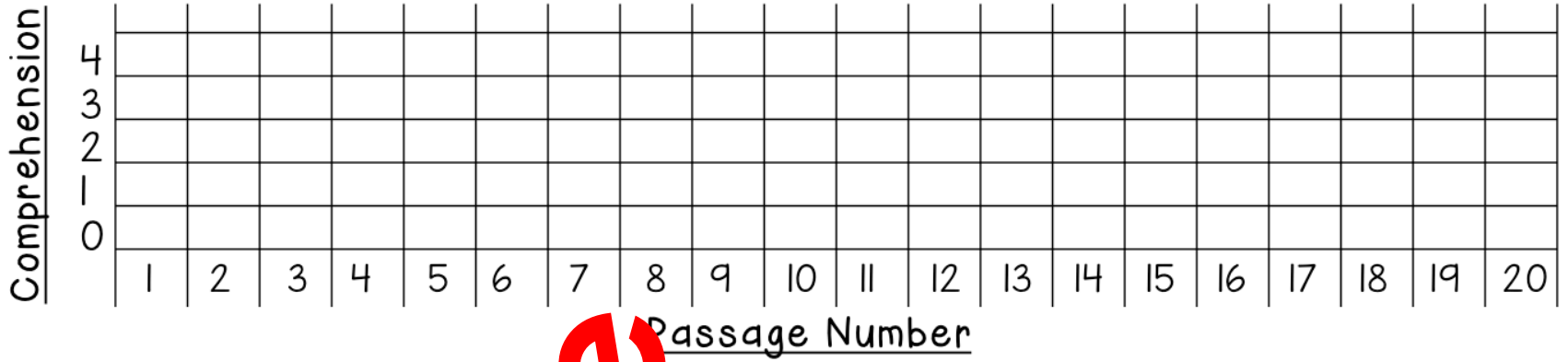
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

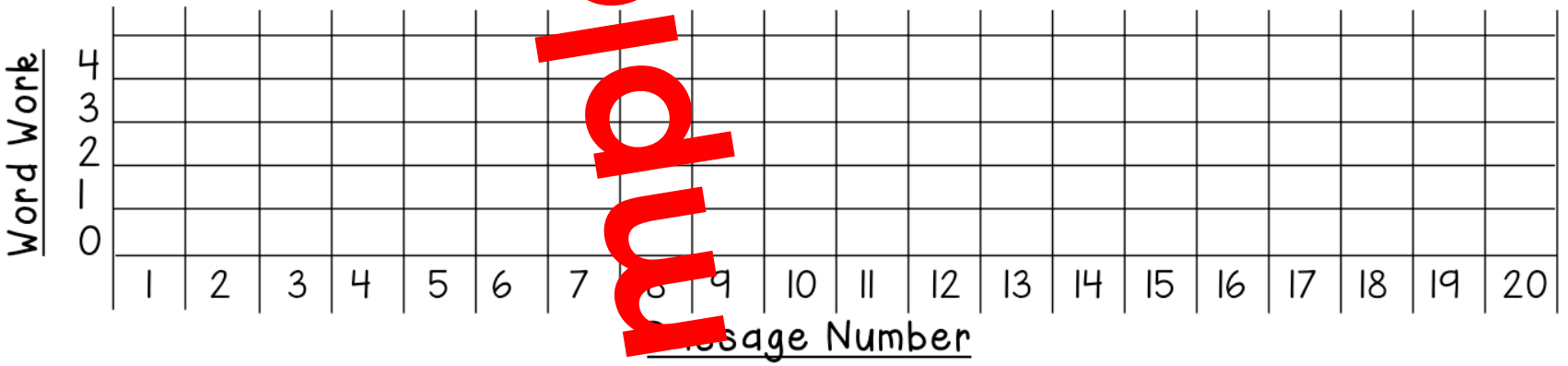
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	Word Work	Vocab

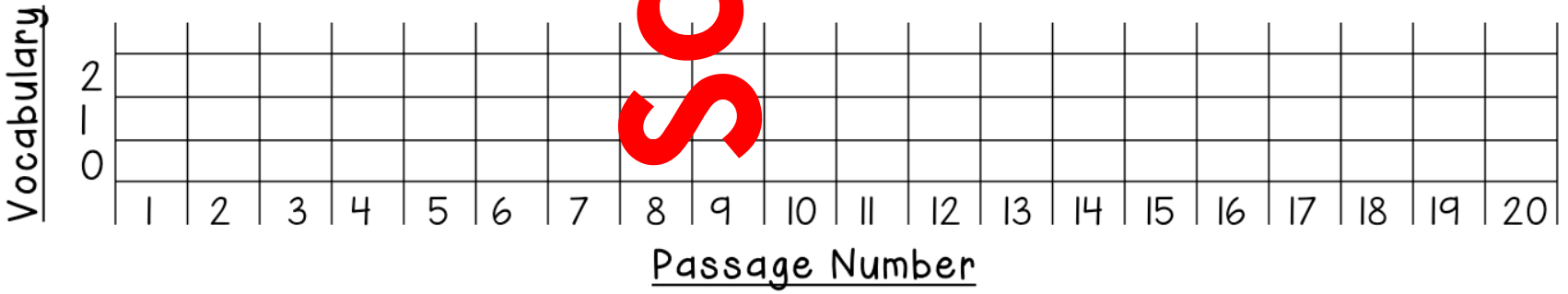
Sample

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







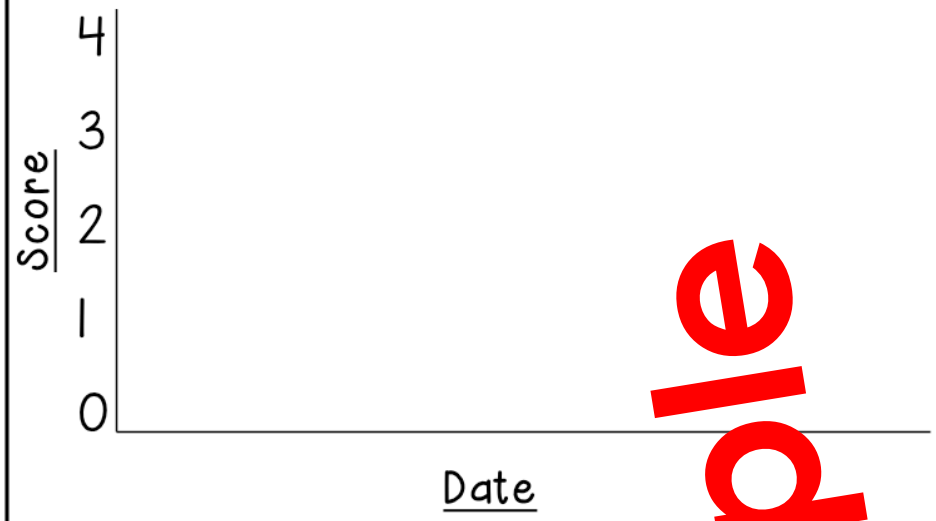
Sample

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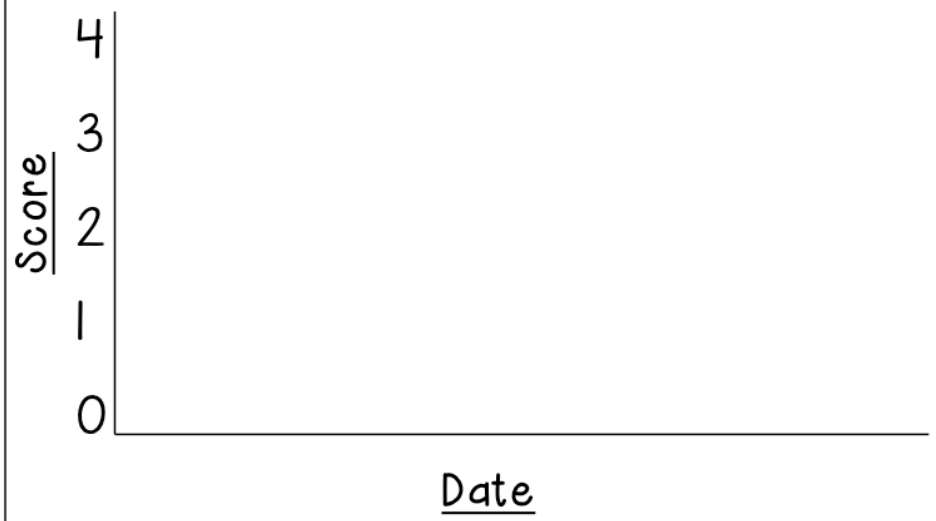
"Data Tracking"

Directions: Complete the bar graphs below to progress monitor fluency, comprehension, word work, and vocabulary growth

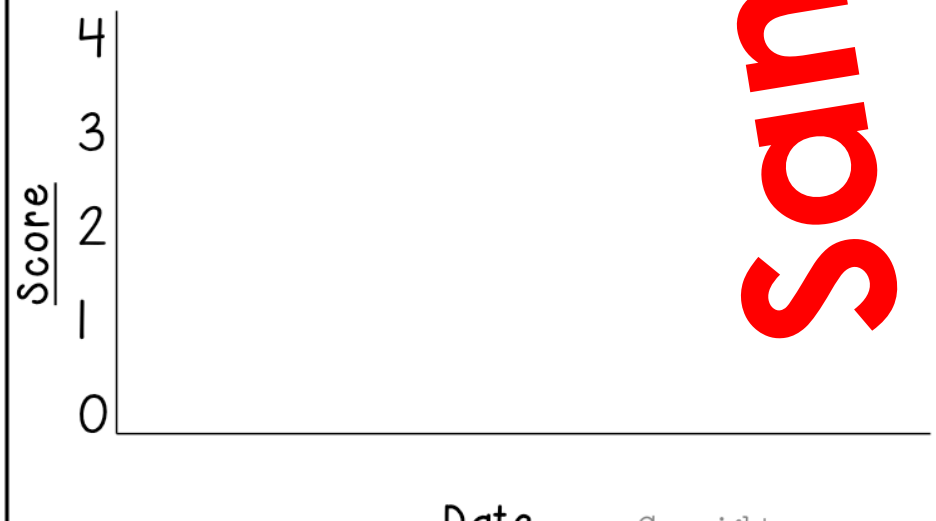
Rate and tone



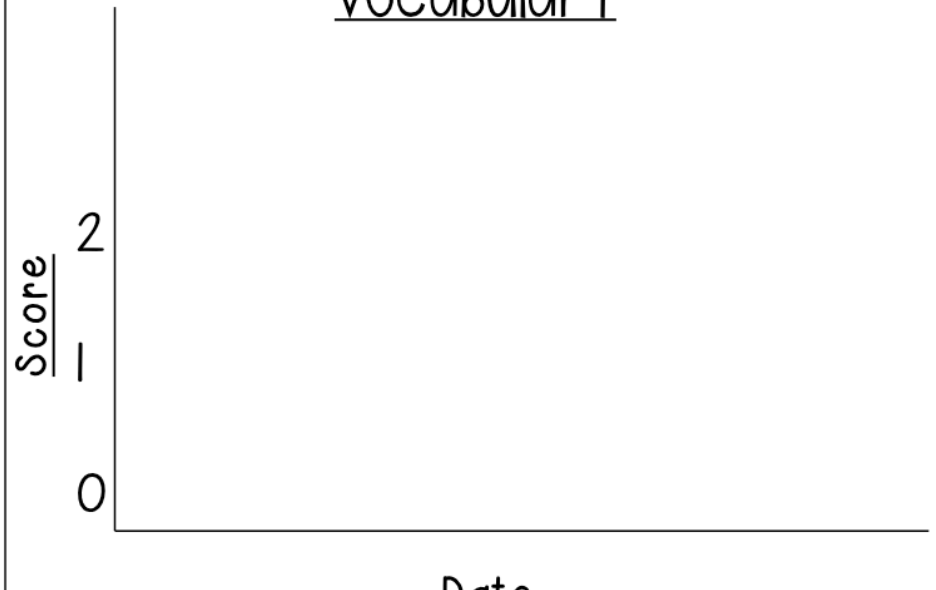
Comprehension



Word Work



Vocabulary



Sample

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Answer Key

Pass. #	Question 1	Question 2	Question 3	Question 4
1	C	A	B	D
2	D	C	A	A
3	C	B	D	A
4	A	C	B	D
5	C	A	B	D
6	A	D		A
7	C			C
8	D	B	A	B
9	C	A	D	A
10	A	D	C	B
11	B	A	C	B
12	B	A	D	C
13	C	B	A	C
14	B	A	C	D
15	D	C	A	D
16	C	C	C	A
17	A	C	D	C
18	A	A	B	D
19	C	A	B	C
20	C	A	B	D

Sample