What teachers like you are saying about the Research-Based Reading Intervention Program:

"This tool **raised 4 of my students reading levels by one year in three months**."

- Theresa P.

"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. 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.

"Absolutely wonderful! I wish I could afford them all they are well worth it. **I have watched them work wonders all year and my reading interventionist actually understands it with little direction**!"

- Hawkins Hullabaloo

"Because this is **so interactive** and **creates a purpose for repeated reading**, **I have intervention students that have gone from 1st grade reading levels to 5th grade**! Thank you!"

- Cristina M.

What teachers like you are saying about the Research-Based Reading Intervention Program:

"I have all of your sets, and they **continue to be one of my most used resources with my IEP reading students**! Very engaging and I love that you have them at all instructional levels! Thank you!"

- Lisa M.

"This was **a lifesaver**! We revamped our entire intervention/sped/etc model this year, and I needed something that **I could implement without a lot of prep**. Thank you!"

– Holli Baldwin

"I have used this bundle in my fourth-grade classroom, and I plan to use it in my upcoming 2nd grade classroom! The resources in this bundle **allowed me to track student progress with a breeze and allows me to help students gain confidence with their reading**!"

- UnicornGadegets

"This resource is great. I have **used it with many different grades and readers, I think it really helps improve reading comprehension**!"

-Hailey Stuart

What teachers like you are saying about the Research-Based Reading Intervention Program:

"I have **used these RTI resources for a number of years now and I see progress in reading and DIBELS scores EVERY year**! They are wonderful resources that I and **my aide can easily use each day during RTI Groups**." Michelle Coster

"**My students loved using this resource! They were engaged**."

- Jodi O.

"I love using this resource in small groups! It **reduces so much planning time**. I am able to plan my guided reading groups very easily and **I love that all parts of a guided reading lesson are included**!"

- Ali Brantley

"This is an **amazing product and worth every cent**. I used these to **differentiate easily for nightly reading homework**. We also used these to **work on fluency in reading**. Thank you for your time and talents!"

-Melissa B.

COMMON QUESTIONS ANSWERED!:

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! I had a pilot team that was in place for two years. They used the program in a variety of ways and reported data to me. You can see the research HERE. Also, 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.

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.

Feedback from a Parent:

"I've been using this with my daughter in home school, who has previously struggled with reading and has several learning challenges. I am very pleased with the results so far. She finds the worksheets engaging. The readings and exercises are challenging, but not overwhelming or frustrating. The worksheets give me very good information about what to help her work on next. I also like how the packet offers different formats to present the information. My daughter can be confused by certain formats, so it's great to be able to choose the one that best suits her learning needs!"

- Melissa C.

COMMON QUESTIONS ANSWERED!:

Q: What reading program did you use to level the ranges?

A: I used 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. There are also complete answer keys for the word work, vocabulary, and comprehension.

Q: How many of the passages are fiction and 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

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.

COMMON QUESTIONS ANSWERED!:

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 passages 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!

Q: How did you determine that the passages fit within 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 great question. 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!

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.

Terms of Use:

****** This purchase is for one teacher only. ******

*** This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses.

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Jen Bengel

Complete answer keys for every passage

"My Ears are Too Big"

Becky was in seventh grade. And, like every other seventh grader on the face of the planet, there were things Becky **despised** about her image. She thought her fingers were too chubby, and her big toes were the grossest things ever **imaginable**. What Becky disliked above any other thing was the fact that her ears stuck out. At her old school some nasty boys nicknamed her Dumbo in second grade and the name stuck like glue. For six years Becky **shuddered** at the name every time she heard it being whispered on the playground, lunchroom, or halls at school. So, when Becky's parents announced they were moving and she'd have to start seventh grade at a new school, she wasn't sad. She was elated at the thought of dumping her horrible nickname. Becky made a vow to herself that she would never cut her hair or wear it up at her new school for fear that others would notice her protruding ears and her nightmare would begin all over again. To Becky's **dismay**, her plan came to a screeching halt at the start of gym class. "Alright," began Mr. Hughes, the gym teacher, "I need all you girls to pull your hair up. We're going to be running today." Becky's heart sank. "I don't have a ponytail," she said quietly, hoping and praying to avoid her worst fear. "I have extra in that basket," Mr. Hughes pointed. "Go get your hair up and hurry." Becky was stuck. She slowly pulled her hair back as her cheeks turned beet red. To her surprise, no one said anything about her ears all of class. No one ever noticed that her ears stuck out. Becky was so relieved and her ears were never an issue again!

Understand It!

Answer the following questions after reading.

1. Becky was more _____ at the end of the story.
   a. upset
   b. angry
   c. happy
   d. stressed

2. What is the overarching theme?
   a. don't go to gym class
   b. be happy with how you look
   c. stay at your old school
   d. call people names

3. What is the major problem in the story?
   a. Becky thinks her ears stick out
   b. Becky moves
   c. Becky has short hair
   d. she misses her friends

4. What does 'nightmare' mean in the story?
   a. she had a bad dream
   b. to be asleep
   c. to take a nap
   d. worst fears come true

Word Work

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

- red — Adjectives
- blue — Words with the /ch/ consonant cluster
- green — Words with double consonants
- orange — Words with the /ue/ vowel pattern

Vocabulary

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

1. despised — to hate something
2. imaginable — something might happen
3. shuddered — to shiver
4. protruding — sticking out
5. dismay — to be disappointed

Passage 9

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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

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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 fourth grade average reading level. They all fall within Fountas and Pinnell's levels U-W.

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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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 Food Pantry	280	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. abruptly 2. adamant 3. wallowed 4. aback 5. stocked
2	Life is Complicated	289	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. tension 2. torture 3. relationship 4. dreaded 5. numb
3	The Forgiveness Ring	263	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. devastated 2. quivered 3. excluded 4. rage 5. overheard
4	Room for Four	287	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. anxious 2. strutted 3. squealing 4. confirmed 5. uneventful
5	The Practical Joker	291	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. hesitate 2. reputation 3. charades 4. pranks 5. schemed

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	Julie Remembers Everything	274	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. glanced 2. startling 3. overconfident 4. ego 5. tolerate
7	Locked Out!	288	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. frigid 2. brutal 3. brainstormed 4. furious 5. alternative
8	Tardy Tommy	284	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. inability 2. dangling 3. countless 4. intently 5. inhibiting
9	My Ears are Too Big	293	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. imaginable 2. despised 3. shuddered 4. protruding 5. dismay
10	Making the Cut	276	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. diehard 2. archenemy 3. determined 4. preparation 5. comprehended

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
11	Koala Bears	265	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. glance 2. necessary 3. predominantly 4. burrowing 5. native
12	What's Cool About Kangaroos	259	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. species 2. extraordinarily 3. brawling 4. scrounging 5. permanently
13	A Water Bear Don't Care	288	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. virtually 2. suspended 3. conditions 4. indestructible 5. transversely
14	The California Sea Lion	276	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. characteristics 2. streamlined 3. agile 4. opportunistic 5. gallop
15	Why Do We Have Boogers	280	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. trivial 2. visibly 3. arduous 4. defensive 5. entryway

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	**Thomas Edison**	263	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. analyze 2. structure 3. engrossed 4. tirelessly 5. founded
17	**Queen Elizabeth I**	265	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. tumultuous 2. charismatic 3. dominance 4. heir 5. dynasty
18	**Muhammad Ali**	281	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. enraged 2. enlightened 3. amateur 4. professional 5. century
19	**Milton Hershey**	290	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. devout 2. entrepreneur 3. transient 4. trade 5. monotonous
20	**Michael Jordan**	282	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. idol 2. arguably 3. dominated 4. fleeting 5. solidified

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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.

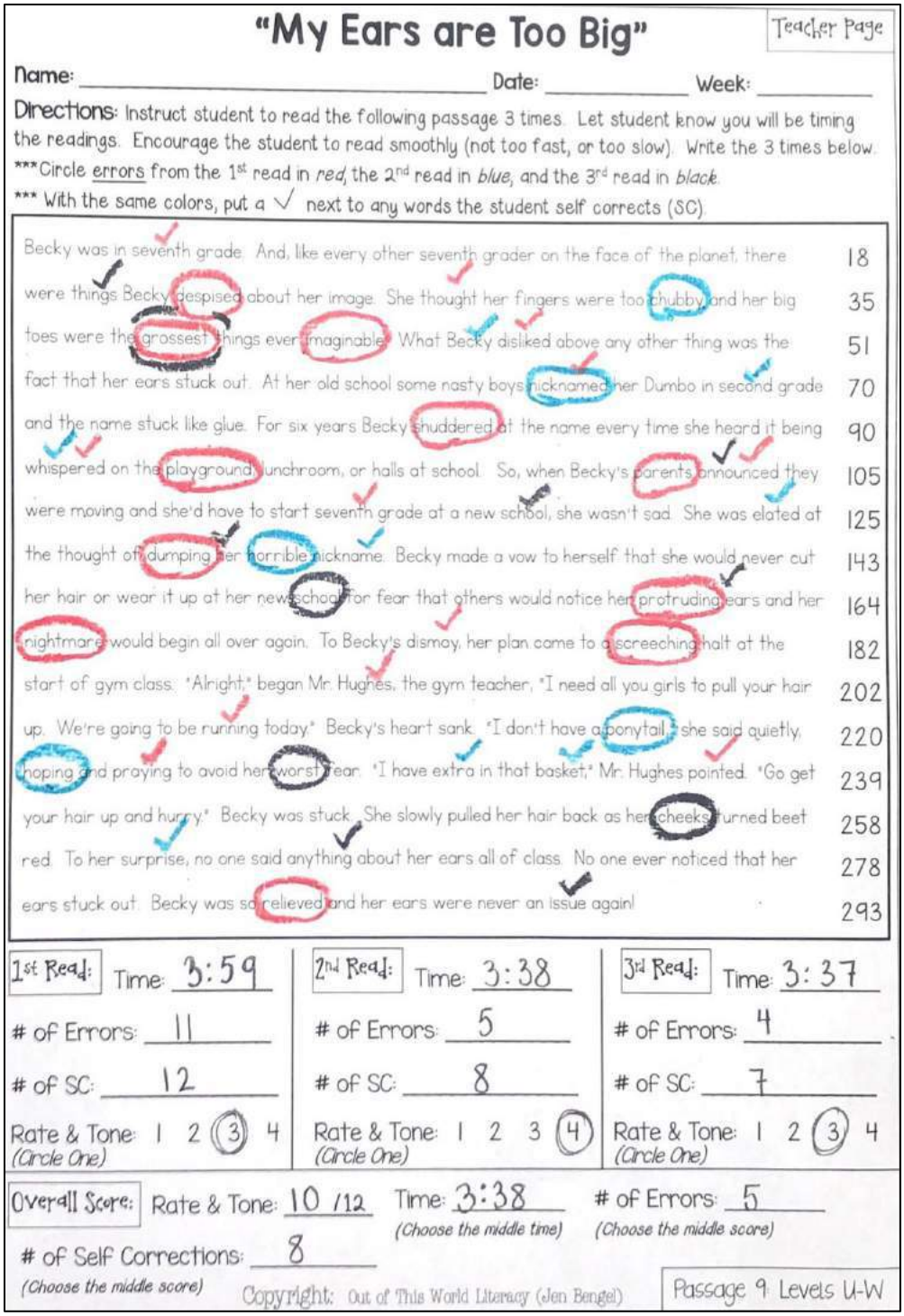
Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

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



"My Ears are Too Big"

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).

Becky was in seventh grade. And, like every other seventh grader on the face of the planet, there	18
were things Becky despised about her image. She thought her fingers were too chubby and her big	35
toes were the grossest things ever imaginable. What Becky disliked above any other thing was the	51
fact that her ears stuck out. At her old school some nasty boys nicknamed her Dumbo in second grade	70
and the name stuck like glue. For six years Becky shuddered at the name every time she heard it being	90
whispered on the playground, lunchroom, or halls at school. So, when Becky's parents announced they	105
were moving and she'd have to start seventh grade at a new school, she wasn't sad. She was elated at	125
the thought of dumping her horrible nickname. Becky made a vow to herself that she would never cut	143
her hair or wear it up at her new school for fear that others would notice her protruding ears and her	164
nightmare would begin all over again. To Becky's dismay, her plan came to a screeching halt at the	182
start of gym class. "Alright," began Mr. Hughes, the gym teacher, "I need all you girls to pull your hair	202
up. We're going to be running today." Becky's heart sank. "I don't have a ponytail," she said quietly,	220
hoping and praying to avoid her worst fear. "I have extra in that basket," Mr. Hughes pointed. "Go get	239
your hair up and hurry." Becky was stuck. She slowly pulled her hair back as her cheeks turned beet	258
red. To her surprise, no one said anything about her ears all of class. No one ever noticed that her	278
ears stuck out. Becky was so relieved and her ears were never an issue again!	293

1st Read:	2nd Read:	3rd Read:
Time: 3:59	Time: 3:38	Time: 3:37
# of Errors: 11	# of Errors: 5	# of Errors: 4
# of SC: 12	# of SC: 8	# 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: 10 /12 Time: 3:38 (Choose the middle time) # of Errors: 5 (Choose the middle score)

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

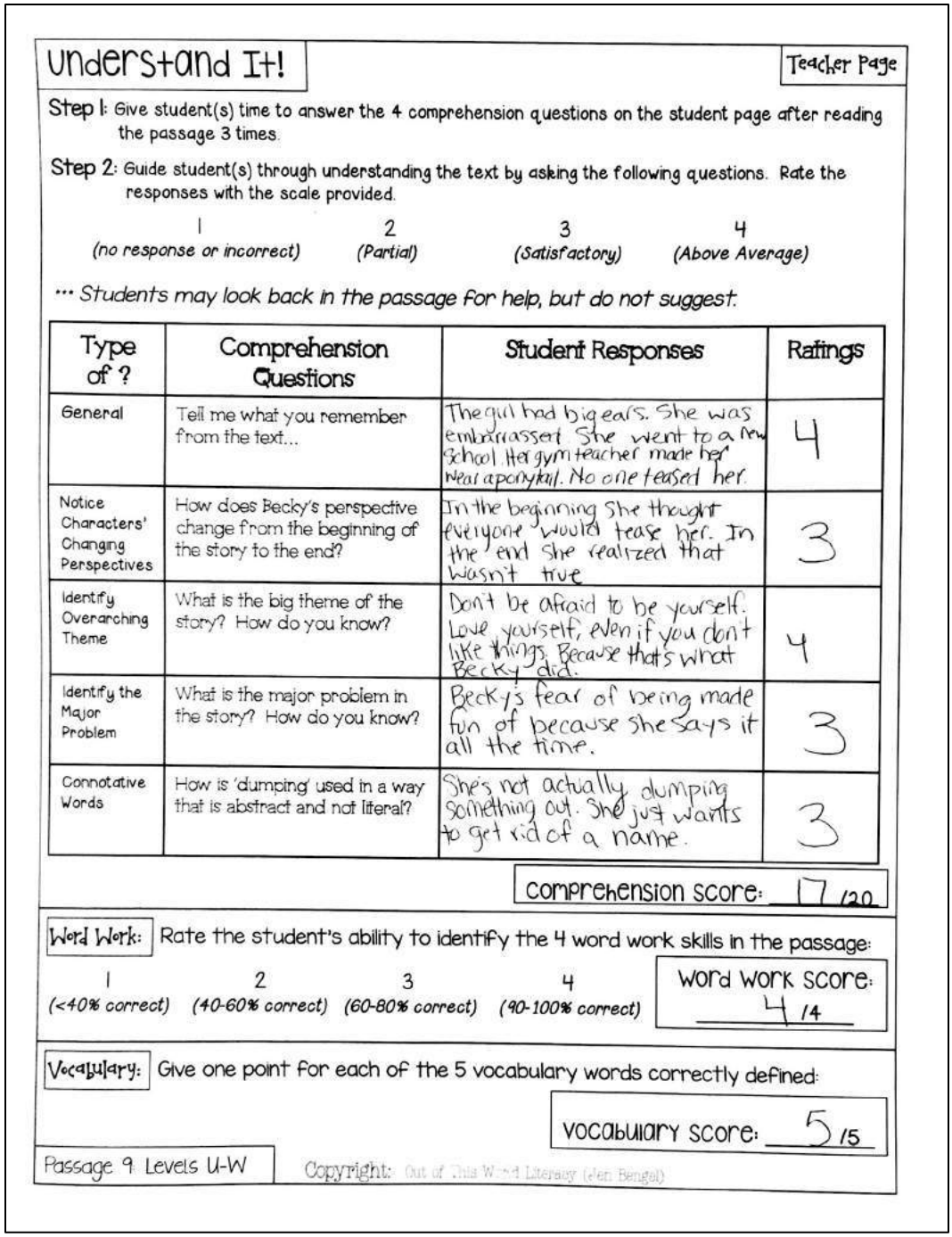
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Passage 9: Levels U-W

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	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...	The girl had big ears. She was embarrassed. She went to a new school. Her gym teacher made her wear a ponytail. No one teased her.	4
Notice Characters' Changing Perspectives	How does Becky's perspective change from the beginning of the story to the end?	In the beginning she thought everyone would tease her. In the end she realized that wasn't true.	3
Identify Overarching Theme	What is the big theme of the story? How do you know?	Don't be afraid to be yourself. Love yourself, even if you don't like things. Because that's what Becky did.	4
Identify the Major Problem	What is the major problem in the story? How do you know?	Becky's fear of being made fun of because she says it all the time.	3
Connotative Words	How is 'dumping' used in a way that is abstract and not literal?	She's not actually dumping something out. She just wants to get rid of a name.	3

Comprehension score: 17 /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 /4

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

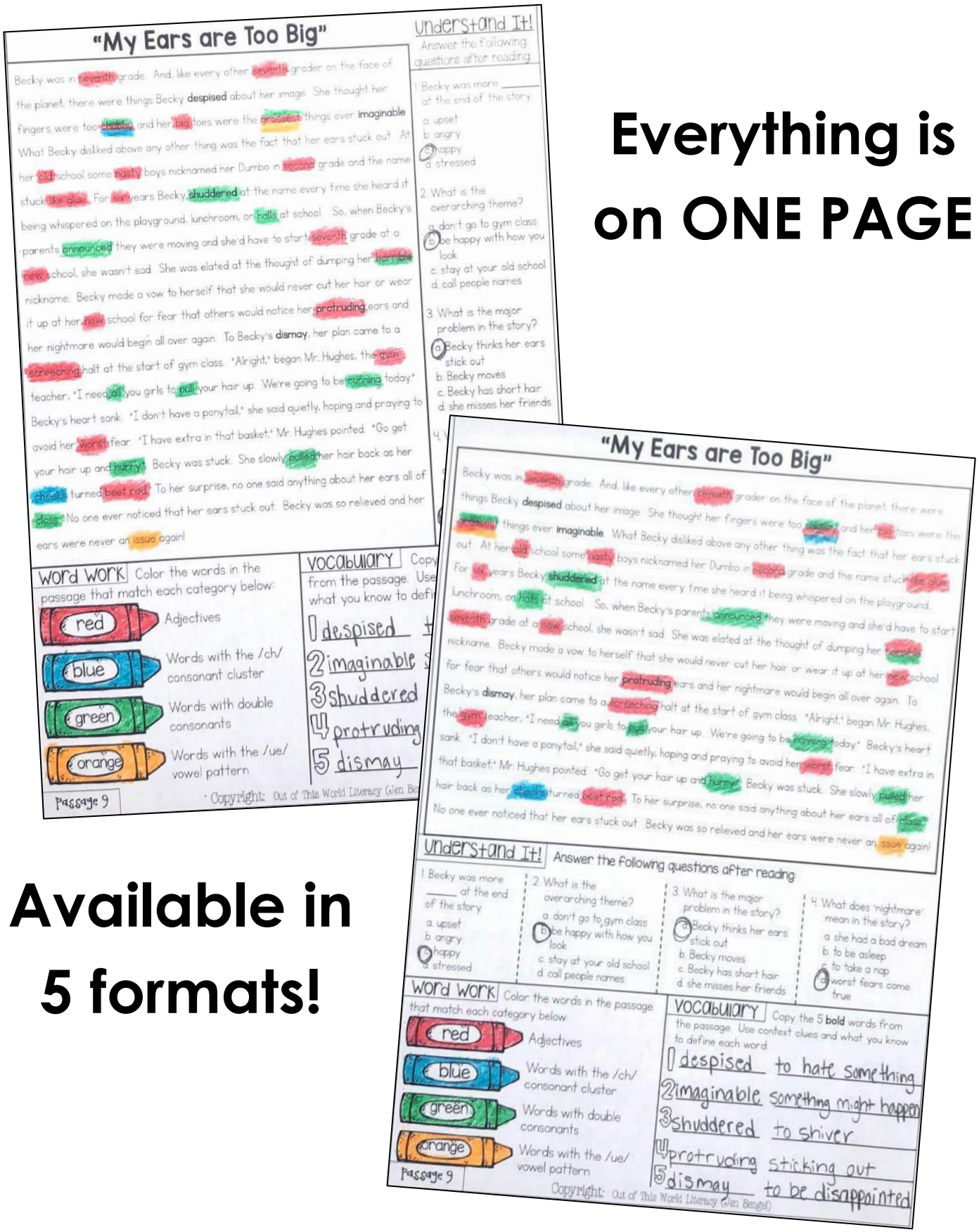
Vocabulary score: 5 /5

Passage 9 Levels U-W

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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

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"Data Tracking"

Student: _____

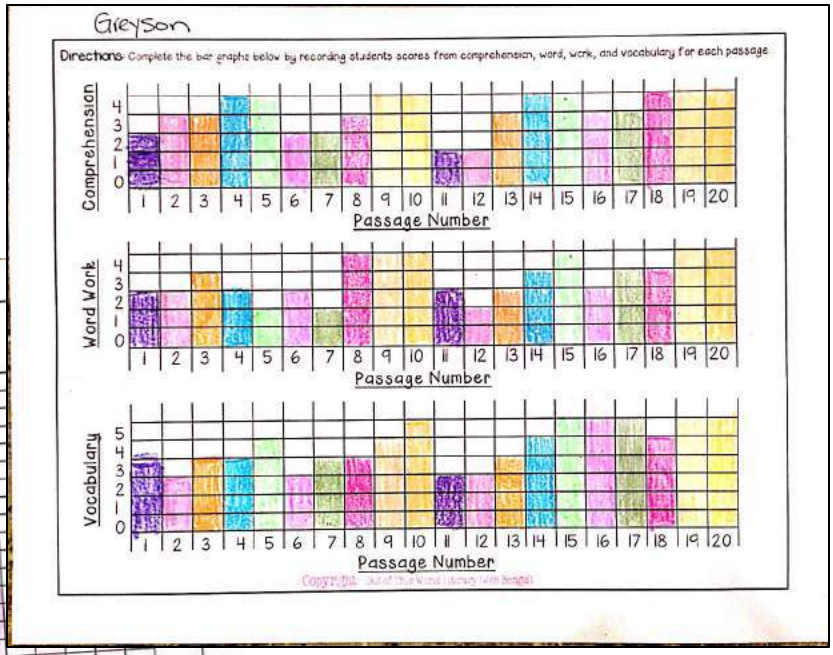
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

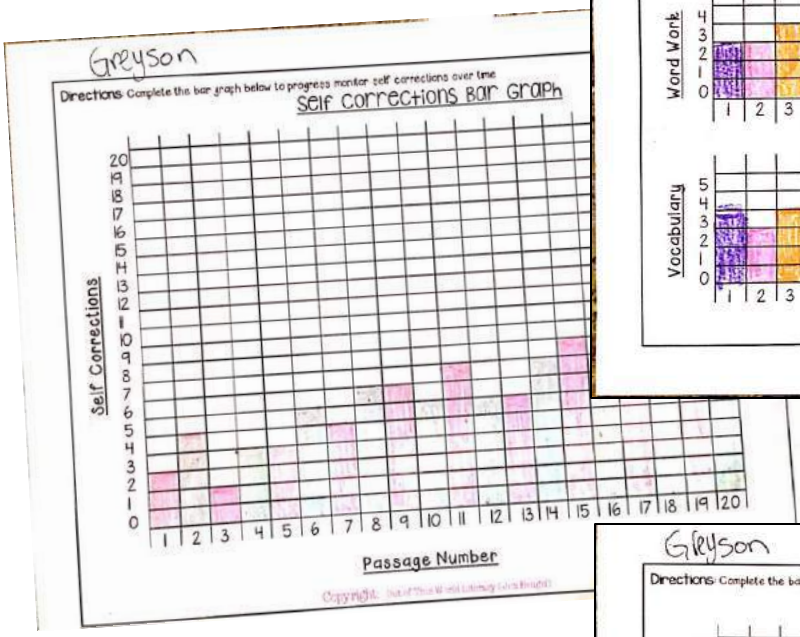
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	W... Work	

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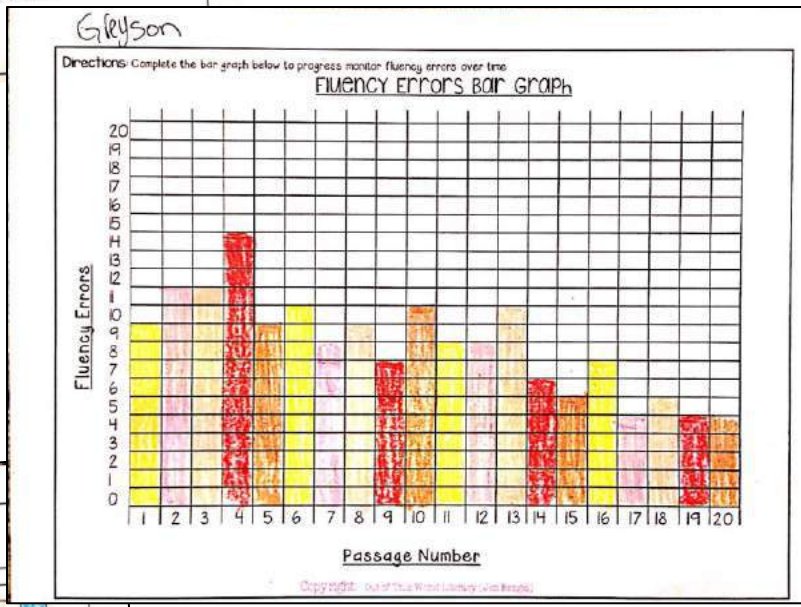
Or individual student

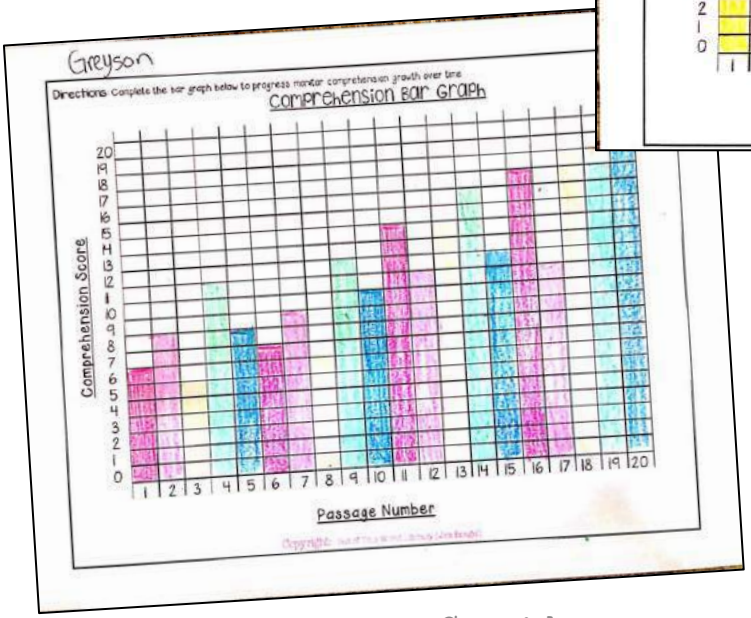
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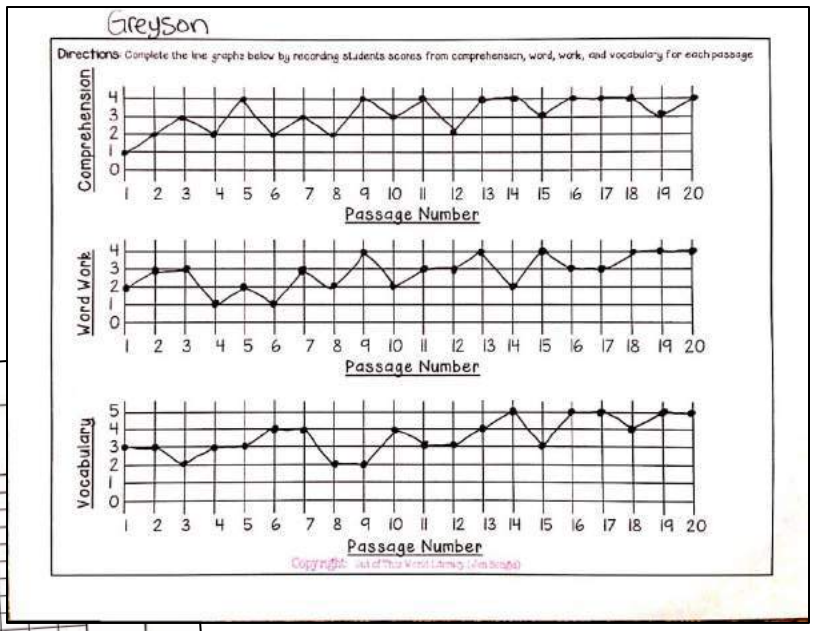
Bar Graphs

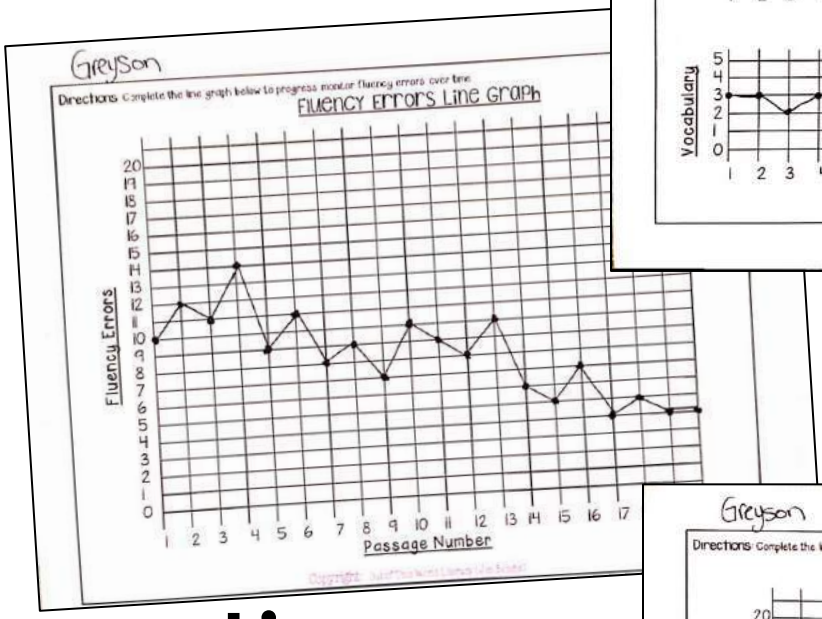




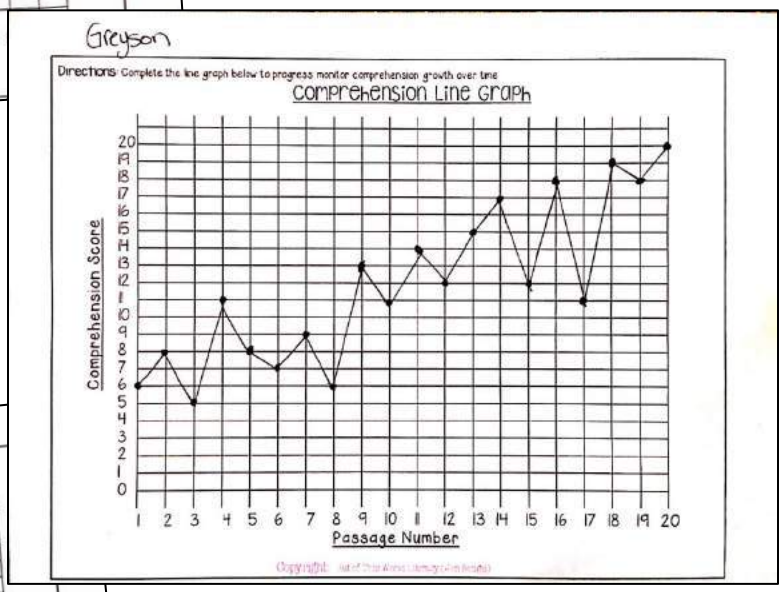
Progress Monitoring!!

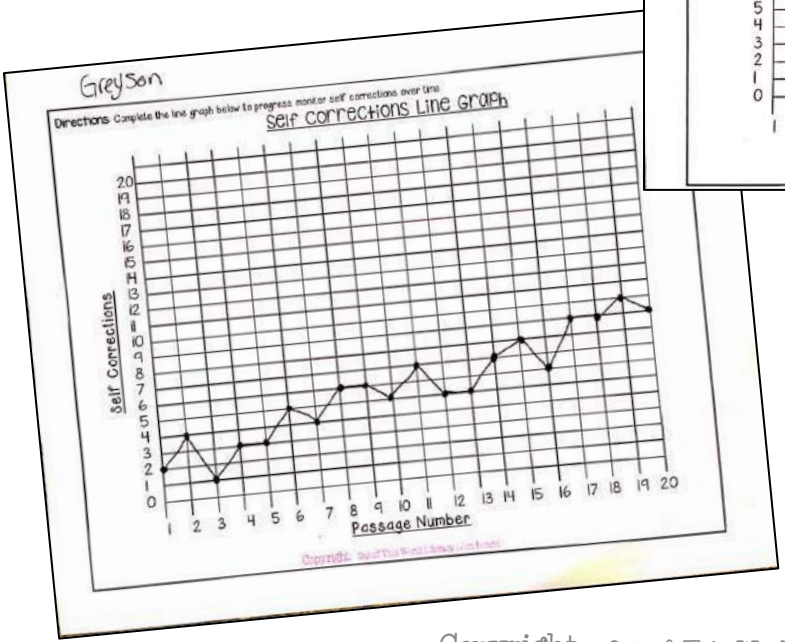
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Line Graphs





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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"My Ears are Too Big"

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).

Becky was in seventh grade. And, like every other seventh grader on the face of the planet, there	18
were things Becky despised about her image. She thought her fingers were too chubby and her big	35
toes were the grossest things ever imaginable. What Becky disliked above any other thing was the	51
fact that her ears stuck out. At her old school some nasty boys nicknamed her Dumbo in second grade	70
and the name stuck like glue. For six years Becky shuddered at the name every time she heard it being	90
whispered on the playground, lunchroom, or halls at school. S[illegible] when Becky's parents announced they	105
were moving and she'd have to start seventh [illegible] wasn't sad. She was elated at	125
the thought of d[illegible] to herself that she would never cut	143
her hair or wear it up [illegible] school for fear that others would notice her protruding ears and her	164
nightmare would begin all over again. To Becky's dismay, her plan came to a screeching halt at the	182
start of gym class. "Alright," began Mr. Hughes, the gym teacher, "I need all you girls to pull your hair	202
up. We're going to be running today." Becky's heart sank. "I don't have a ponytail," she said quietly,	220
hoping and praying to avoid her worst fear. "I have extra in that basket," Mr. Hughes pointed. "Go get	239
your hair up and hurry." Becky was stuck. She slowly pulled her hair back as her cheeks turned beet	258
red. To her surprise, no one said anything about her ears all of class. No one ever noticed that her	278
ears stuck out. Becky was so relieved and her ears were never an issue again!	293

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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Passage 9: Levels U-W

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…		
Notice Characters' Changing Perspectives	How does Becky's perspective change from the beginning of the story to the end?		
Identify Overarching Theme	What is the big theme of the story? How do you know?		
Identify the Major Problem	What is the major problem in the story? How do you know?		
Connotative Words	How is 'dumping' used in a way that is abstract and not literal?		

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 5 vocabulary words correctly defined:

Vocabulary Score: _____/5

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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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"My Ears are Too Big"

Becky was in seventh grade. And, like every other seventh grader on the face of the planet, there were things Becky **despised** about her image. She thought her fingers were too chubby and her big toes were the grossest things ever **imaginable**. What Becky disliked above any other thing was the fact that her ears stuck out. At her old school some nasty boys nicknamed her Dumbo in second grade and the name stuck like glue. For six years Becky **shuddered** at the name every time she heard it being whispered on the playground, lunchroom, or halls at school. So, when Becky's parents announced they were moving and she'd have to start seventh grade at a new school, she wasn't sad. She was elated at the thought of dumping her horrible nickname. Becky made a vow to herself that she would never cut her hair or wear it up at her new school for fear that others would notice her **protruding** ears and her nightmare would begin all over again. Becky's **dismay** when she arrived at class came to a screeching halt at the start of gym class. "Alright ladies," began Mr. Hughes, the gym teacher, "I need all you girls to pull your hair up. We're going to be running today." Becky's heart sank. "I don't have a ponytail," she said quietly, hoping and praying to avoid her worst fear. "I have extra in that basket," Mr. Hughes pointed. "Go get your hair up and hurry." Becky was stuck. She slowly pulled her hair back as her cheeks turned beet red. To her surprise, no one said anything about her ears all of class. No one ever noticed that her ears stuck out. Becky was so relieved and her ears were never an issue again!

Sample

Understand It!

Answer the following questions after reading:

1. Becky was more _____ at the end of the story.
   a. upset
   b. angry
   c. happy
   d. stressed

2. What is the overarching theme?
   a. don't go to gym class
   b. be happy with how you look
   c. stay at your old school
   d. call people names

3. What is the major problem in the story?
   a. Becky thinks her ears stick out
   b. Becky moves
   c. Becky has short hair
   d. she misses her friends

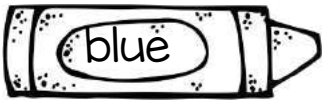
4. What does 'nightmare' mean in the story?
   a. she had a bad dream
   b. to be asleep
   c. to take a nap
   d. worst fears come true

Word Work

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



Adjectives



Words with the /ch/ consonant cluster



Words with double consonants



Words with the /ue/ 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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"My Ears are Too Big"

Becky was in seventh grade. And, like every other seventh grader on the face of the planet, there were things Becky **despised** about her image. She thought her fingers were too chubby and her big toes were the grossest things ever **imaginable**. What Becky disliked above any other thing was the fact that her ears stuck out. At her old school some nasty boys nicknamed her Dumbo in second grade and the name stuck like glue. For six years Becky **shuddered** at the name every time she heard it being whispered on the playground, lunchroom, or halls at school. So, when Becky's parents announced they were moving and she'd have to start seventh grade at a new school, she wasn't sad. She was elated at the thought of dumping her horrible nickname. Becky made a vow to herself that she would never cut her hair or wear it up at her new school for fear that others would notice her **protruding** ears and her nightmare would begin all over again. To Becky's **dismay**, her plan came to a screeching halt at the start of gym class. "Alright," began Mr. Hughes, the gym teacher, "I need all you girls to pull your hair up. We're going to be running today." Becky's heart sank. "I don't have a ponytail," she said quietly, hoping and praying to avoid her worst fear. "I have extra in that basket," Mr. Hughes pointed. "Go get your hair up and hurry." Becky was stuck. She slowly pulled her hair back as her cheeks turned beet red. To her surprise, no one said anything about her ears all of class. No one ever noticed that her ears stuck out. Becky was so relieved and her ears were never an issue again!

Sample

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   b. to be asleep
   c. to take a nap
   d. worst fears come true

Word Work

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



Adjectives



Words with the /ch/ consonant cluster



Words with double consonants



Words with the /ue/ 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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Sample

Understand It!

Answer the following questions after reading:

1. Becky was more _____ at the end of the story.
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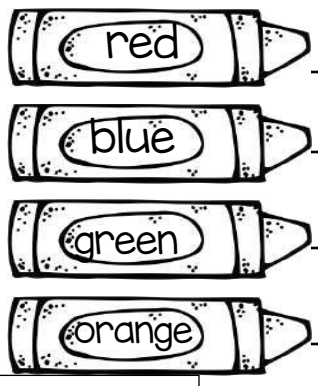
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4. What does 'nightmare' mean in the story?
   a. she had a bad dream
   b. to be asleep
   c. to take a nap
   d. worst fears come true

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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"My Ears are Too Big"

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

Becky was in seventh grade. And, like every other seventh grader on the face of the planet, there	18
were things Becky despised about her image. She thought her fingers were too chubby and her big	35
toes were the grossest things ever imaginable. What Becky disliked above any other thing was the	51
fact that her ears stuck out. At her old school some nasty boys nicknamed her Dumbo in second grade	70
and the name stuck like glue. For six years Becky shuddered at the name every time she heard it being	90
whispered on the playground, lunchroom, or halls at school. So, when Becky's parents announced they	105
were moving and she'd have to start seventh grade at a new school, she wasn't sad. She was elated at	125
the thought of dumping her horrible nickname. Becky made a vow to herself that she would never cut	143
her hair or wear it up at her new school for fear that others would notice her protruding ears and her	164
nightmare would begin all over again. But Becky's disappointment, her plan came to a screeching halt at the	182
start of gym class. "Alright," began Mr. Hughes, the gym teacher, "I need all you girls to pull your hair	202
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red. To her surprise, no one said anything about her ears all of class. No one ever noticed that her	278
ears stuck out. Becky was so relieved and her ears were never an issue again!	293

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.
The Food Pantry				
Life is Complicated				
The Forgiveness Ring				
Room for Four				
The Practical Joker				
Julie Remembers Everything				
Locked Out				

Sample

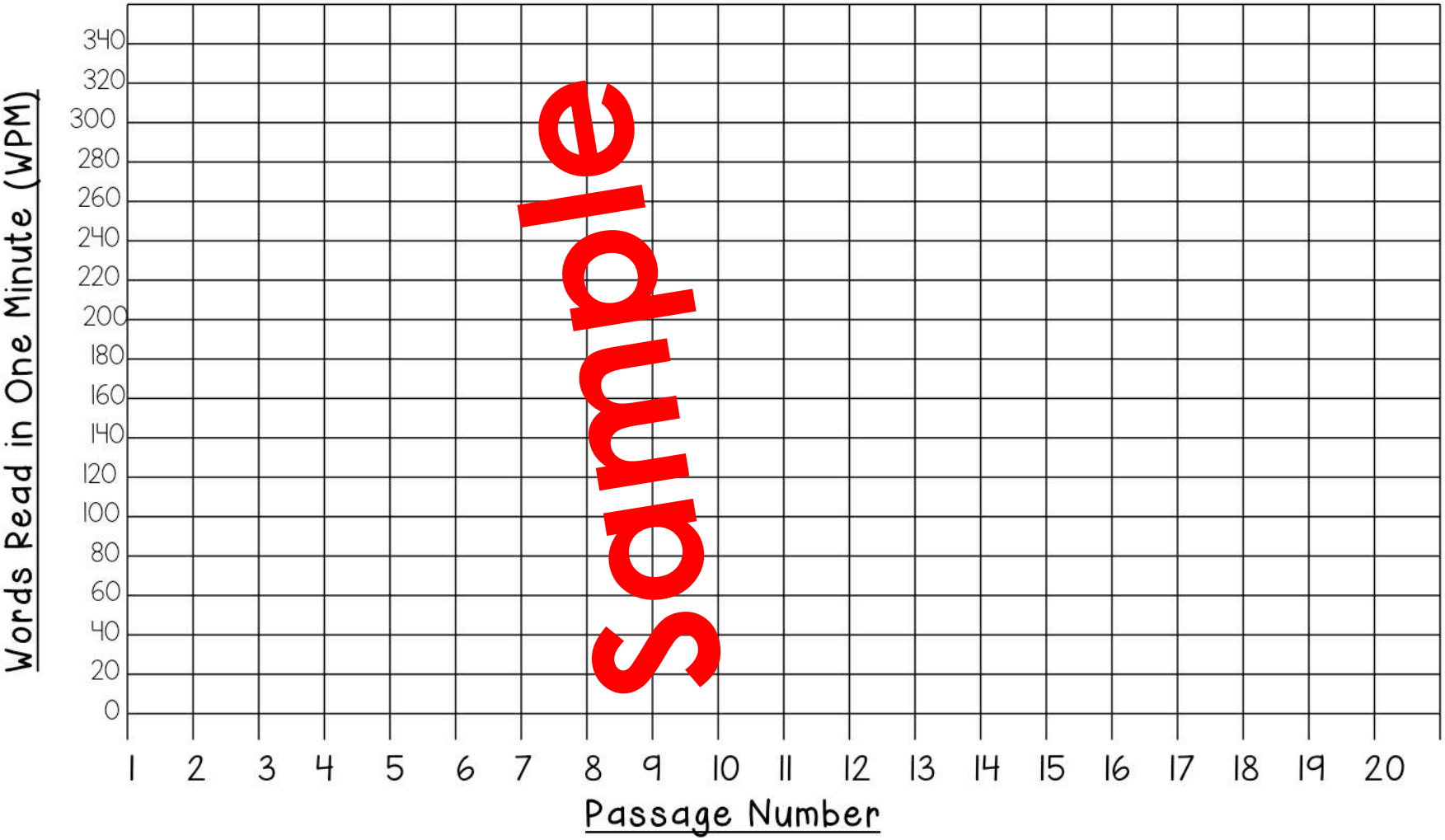
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Fluency Line Graph

Level Range U-W

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: _____

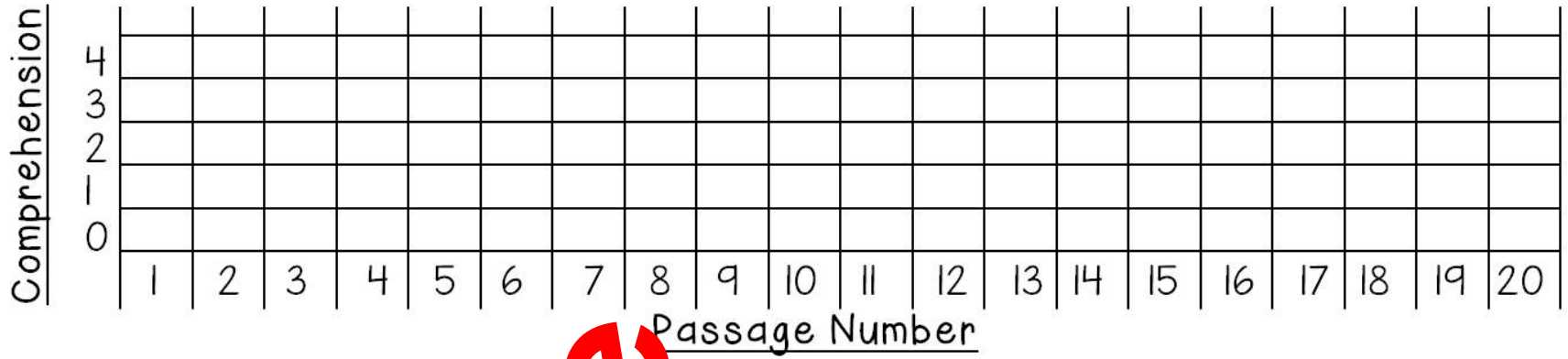
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

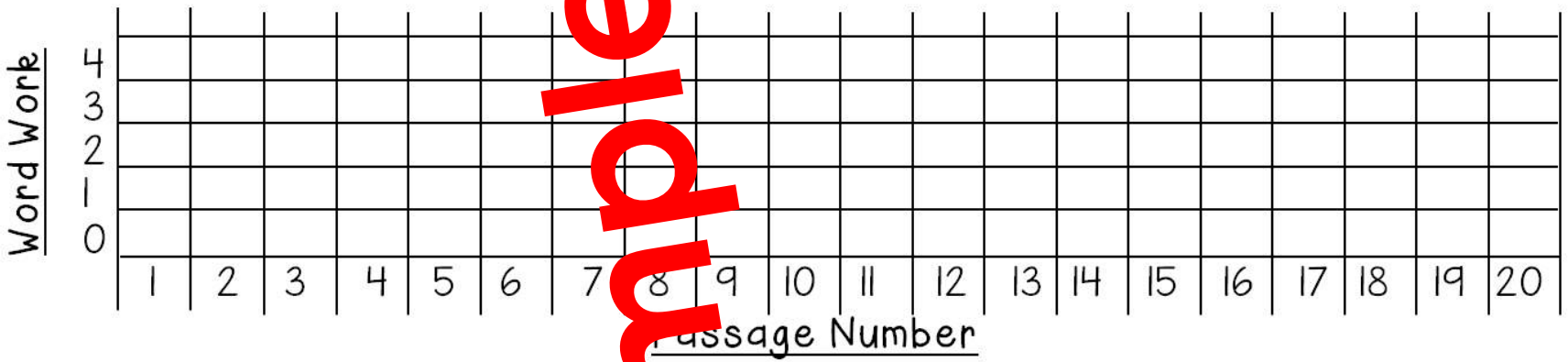
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	Word Work	Vocab

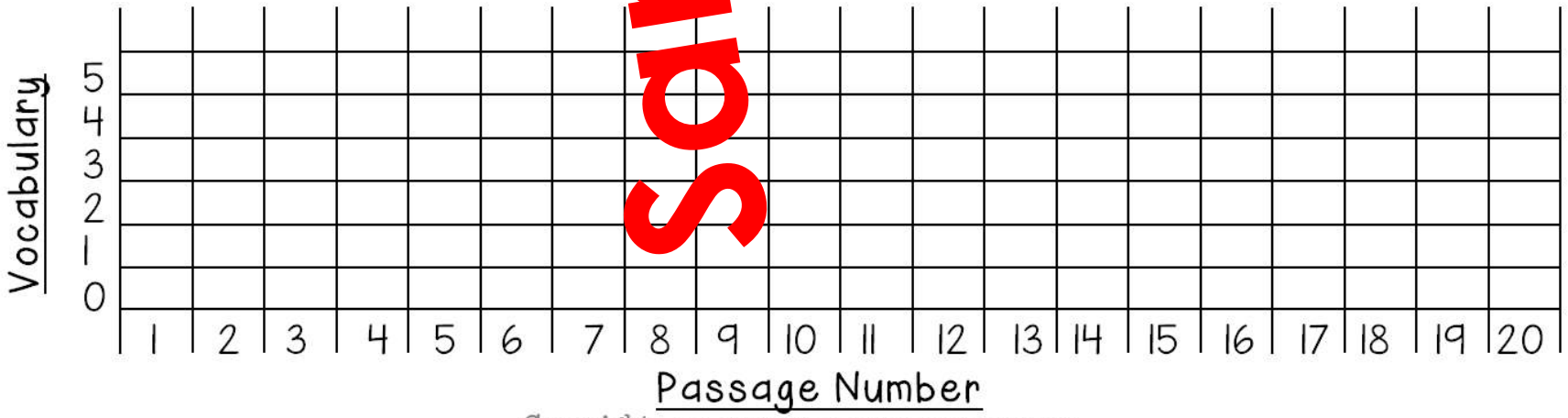
Sample

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







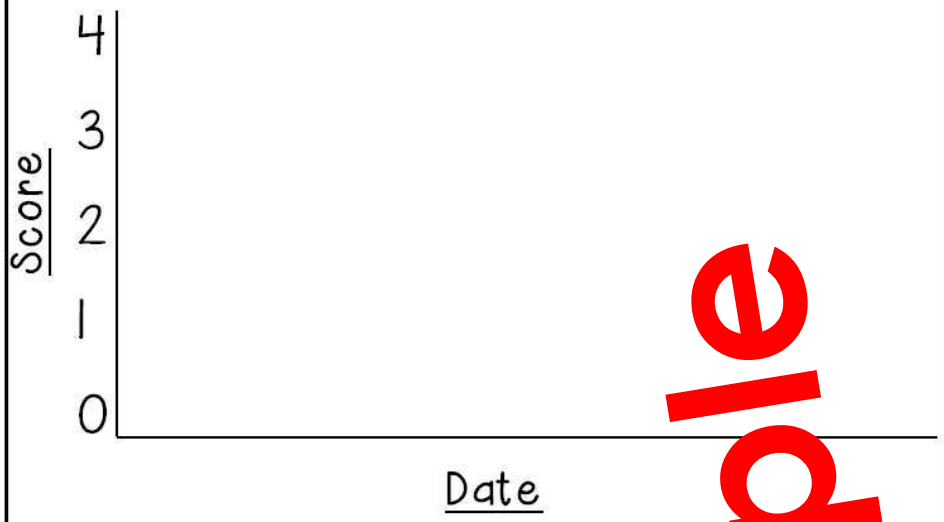
Sample

Copyright: Out of This World Literacy (Jen Bengel)

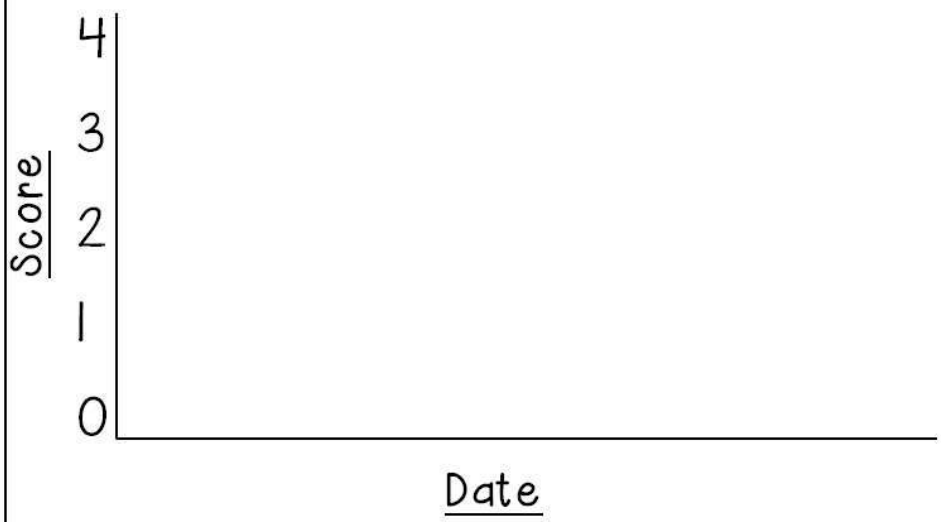
"Data Tracking"

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

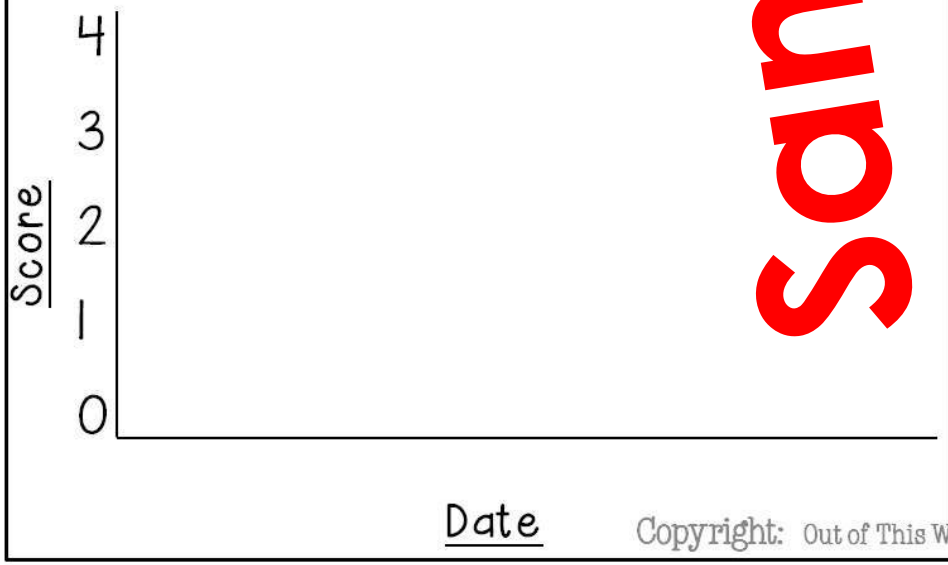
Rate and tone



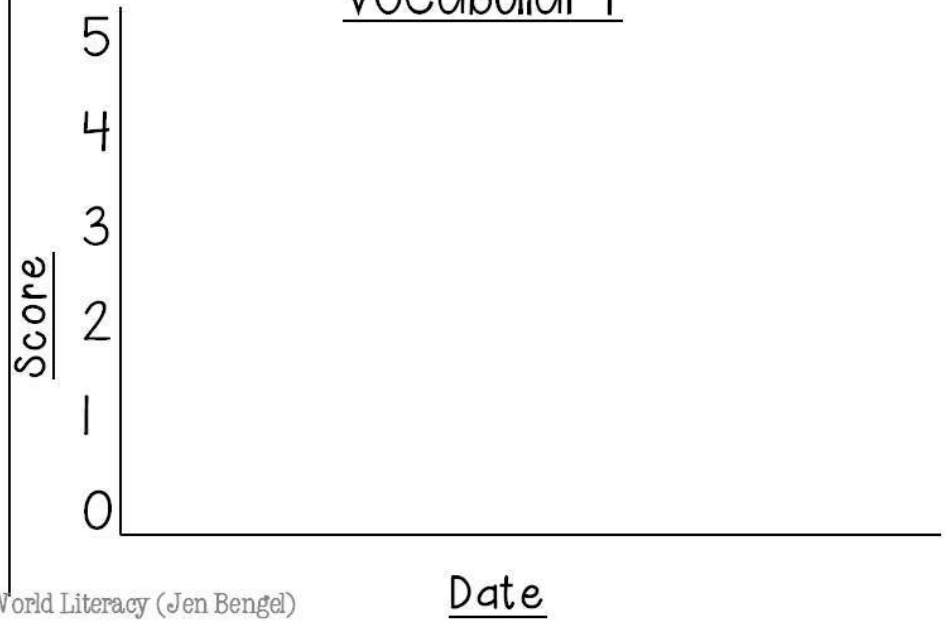
Comprehension



Word Work



Vocabulary



Sample

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Answer Key

Pass. #	Question 1	Question 2	Question 3	Question 4
21	C	B	A	D
22	D	A	B	C
23	B	C	A	D
24	A	D	B	C
25	B	D	B	D
26	C	B		A
27	A			C
28	B	A	D	C
29	C	B	A	D
30	A	C	D	B
31	C	D	A	B
32	B	A	D	C
33	C	D	B	C
34	A	C	D	B
35	D	B	D	A
36	C	D	A	B
37	C	B	A	D
38	A	B	D	C
39	D	B	C	A
40	D	B	D	A

Sample