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

"I am So Smart"

My mom says I am smart. My dad says I am smart. I can read. I can read my own book. I tried to read a new book. It was hard. I did not know the words. I was sad. I cried. My mom said it was okay. She told me to try again. She helped me with words. I read the book! I am smart.

Understand It!

Answer the following questions after reading:

1. What did the girl do to get better at reading?
   a. she gave up
   (b) her mom helped
   c. her teacher helped
   d. she did not read again

2. What do you think the girl was thinking when she did not know the words?
   (a) she did not feel smart
   b. she was happy
   c. she did not care
   d. she was glad

3. What happened right after the mom helped?
   a. she was sad
   b. she cried
   c. she went to sleep
   (d) she read the book

4. What do most people think of the mom?
   a. she was mean
   (b) she was nice
   c. she did not help
   d. she did not like reading

Word Work

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



Words with the letter /r/



Words with the short /e/ sound



Words with 3 letters



Words that end with /n/

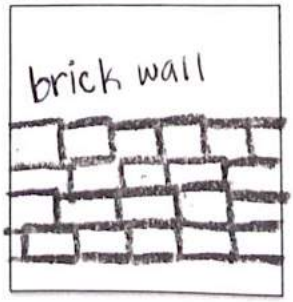
Vocabulary

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

1. Smart



2. hard



Passage 28

Copyright: Out of This World Literacy (Jen Bengel)

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.

***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.

"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.

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
21	I Like to Camp	60	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. tent 2. sleep
22	Mice Like Cheese	58	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. yard 2. hole
23	My Dog Lost His Ball	66	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. plays 2. lost
24	The First Fishing Trip	62	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. trip 2. excited
25	My Best Friend Lives Next Door	52	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. funny 2. together

Copyright: Out of This World Literacy (Jen Bengel)

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	The Super Puppy	57	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. tricks 2. slipped
27	The Big Tree House	55	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. finish 2. wait
28	I am so Smart	66	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. smart 2. hard
29	Sophie Gets a Haircut	57	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. haircut 2. little
30	The Big Ride	62	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. fair 2. begging

Copyright: Out of This World Literacy (Jen Bengel)

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
31	What Plants Need to Grow	51	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. grow 2. strong
32	What Bees Do	54	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. busy 2. sip
33	Diggers	54	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. lift 2. carry
34	How Long Do I Sleep?	62	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. need 2. right
35	How to Walk in School	60	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. line 2. still

Copyright: Out of This World Literacy (Jen Bengel)

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
36	Monkeys are Silly	49	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. swing 2. bushes
37	What is a Best Friend?	57	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. laughs 2. hugs
38	How to Catch a Bug	61	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. net 2. jar
39	Is Junk Food Bad?	60	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. taste 2. stomach
40	Brush Your Teeth!	58	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. brush 2. sick

Copyright: Out of This World Literacy (Jen Bengel)

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.

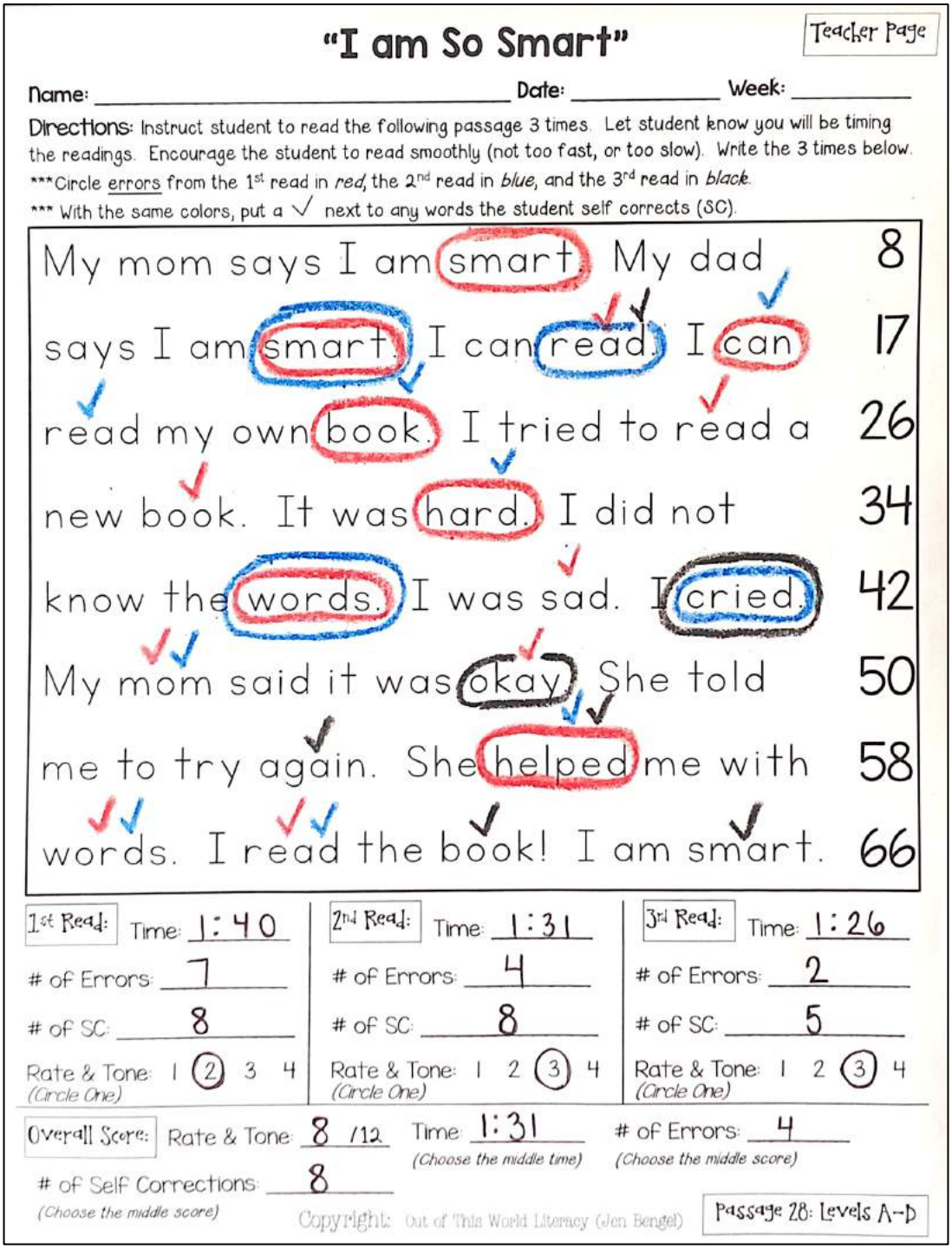
Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

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?

Copyright: Out of This World Literacy (Jen Bengel)

Completed fluency teacher page



"I am So Smart"

Teacher Page

Name: _____ Date: _____ Week: _____

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

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

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

My mom says I am smart. My dad	8
says I am smart. I can read. I can	17
read my own book. I tried to read a	26
new book. It was hard. I did not	34
know the words. I was sad. I cried.	42
My mom said it was okay. She told	50
me to try again. She helped me with	58
words. I read the book! I am smart.	66

1st Read:	2nd Read:	3rd Read:
Time: 1:40	Time: 1:31	Time: 1:26
# of Errors: 7	# of Errors: 4	# of Errors: 2
# of SC: 8	# of SC: 8	# of SC: 5
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: 1:31 (Choose the middle time) # of Errors: 4 (Choose the middle score)

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

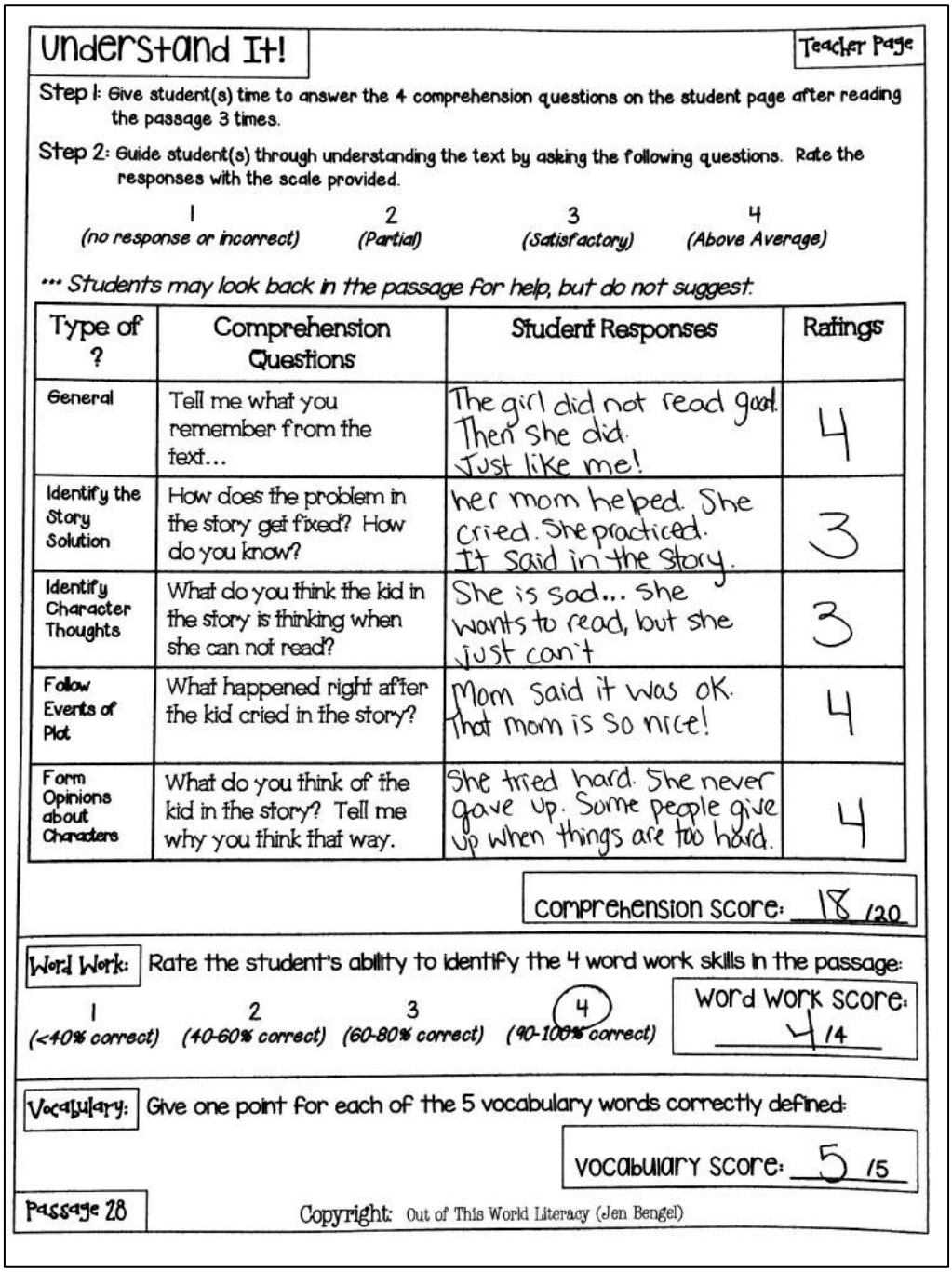
Copyright: Out of This World Literacy (Jen Bengel)

Passage 28: Levels A-D

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...	The girl did not read good. Then she did. Just like me!	4
Identify the Story Solution	How does the problem in the story get fixed? How do you know?	her mom helped. She cried. She practiced. It said in the story.	3
Identify Character Thoughts	What do you think the kid in the story is thinking when she can not read?	She is sad... she wants to read, but she just can't	3
Follow Events of Plot	What happened right after the kid cried in the story?	Mom said it was OK. That mom is so nice!	4
Form Opinions about Characters	What do you think of the kid in the story? Tell me why you think that way.	She tried hard. She never gave up. Some people give up when things are too hard.	4

Comprehension score: 18 /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:

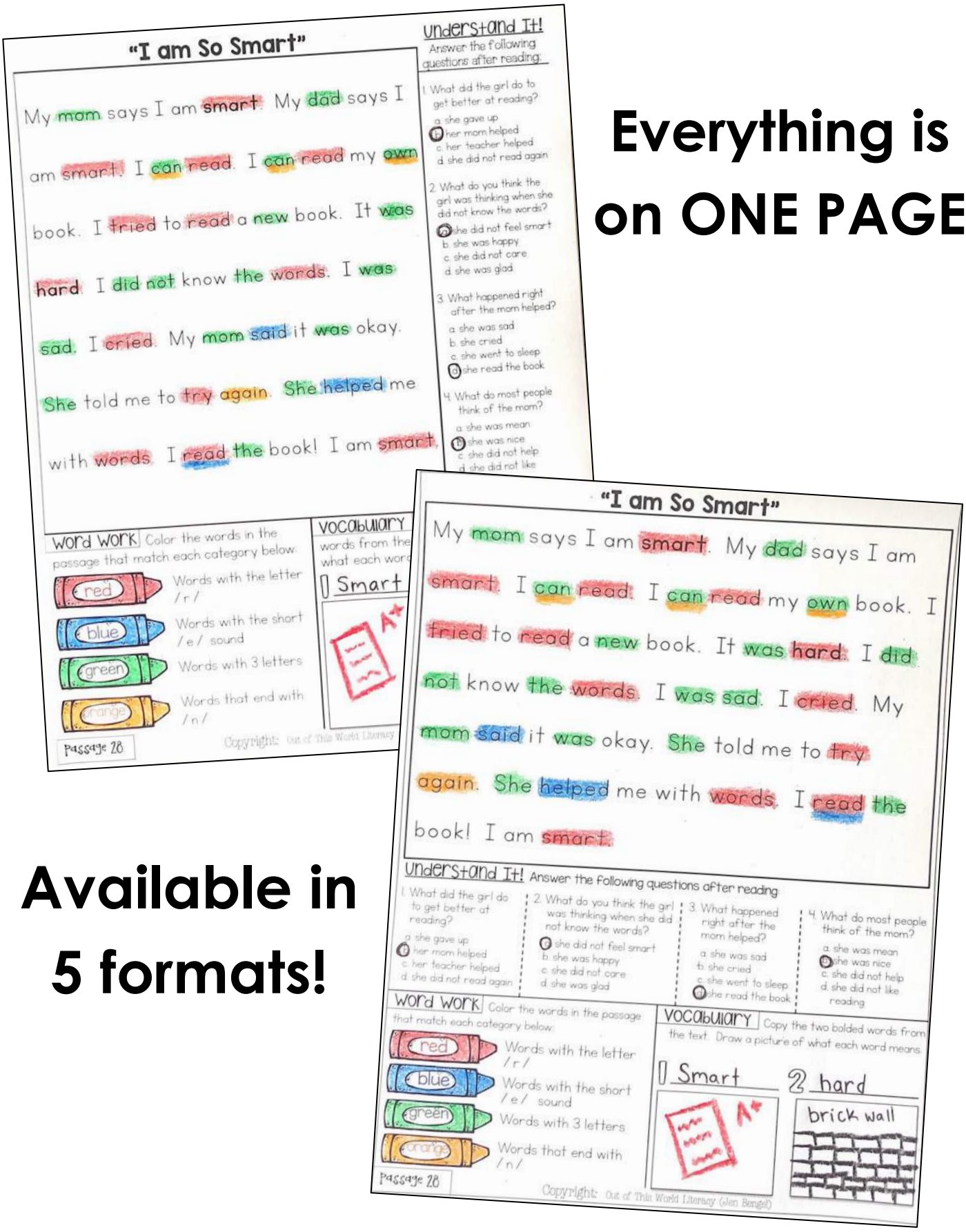
Vocabulary score: 5 /5

Passage 28

Copyright: Out of This World Literacy (Jen Bengel)

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

Copyright: Out of This World Literacy (Jen Bengel)



Everything is on ONE PAGE

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: _____

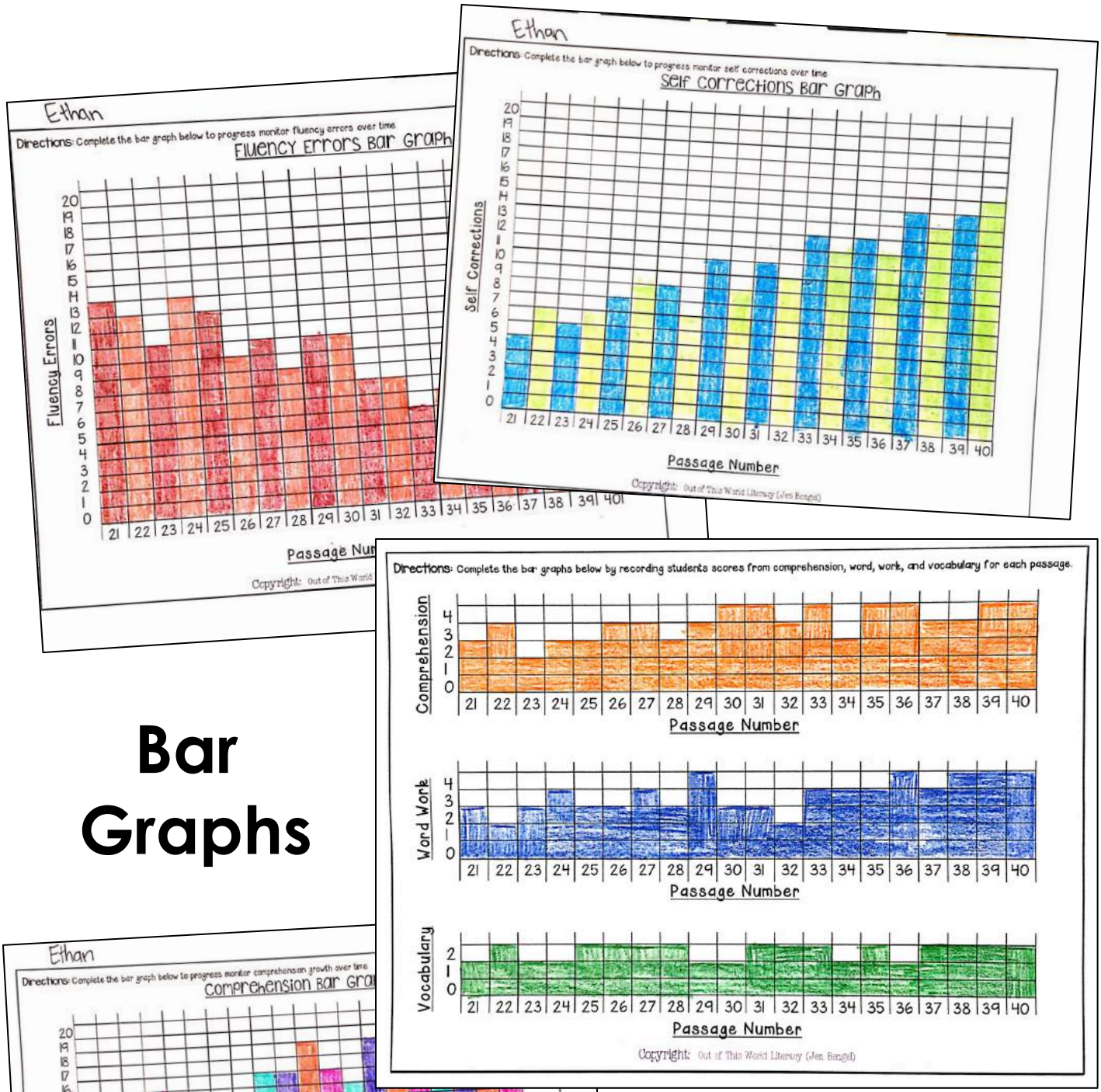
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

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

Copyright: Out of This World Literacy (Jen Bengel)

Or individual student

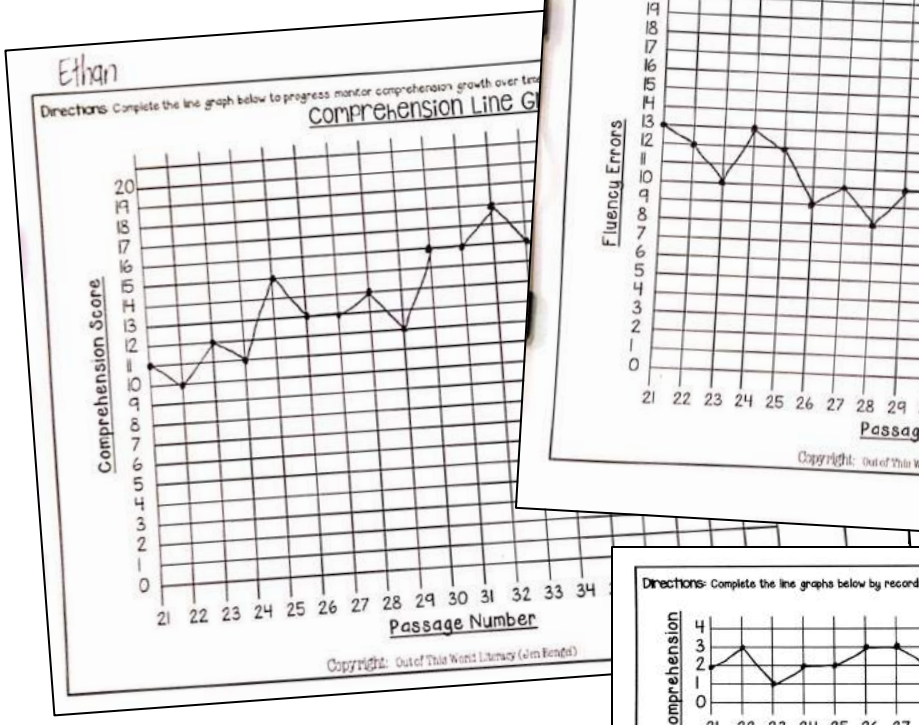
Copyright: Out of This World Literacy (Jen Bengel)

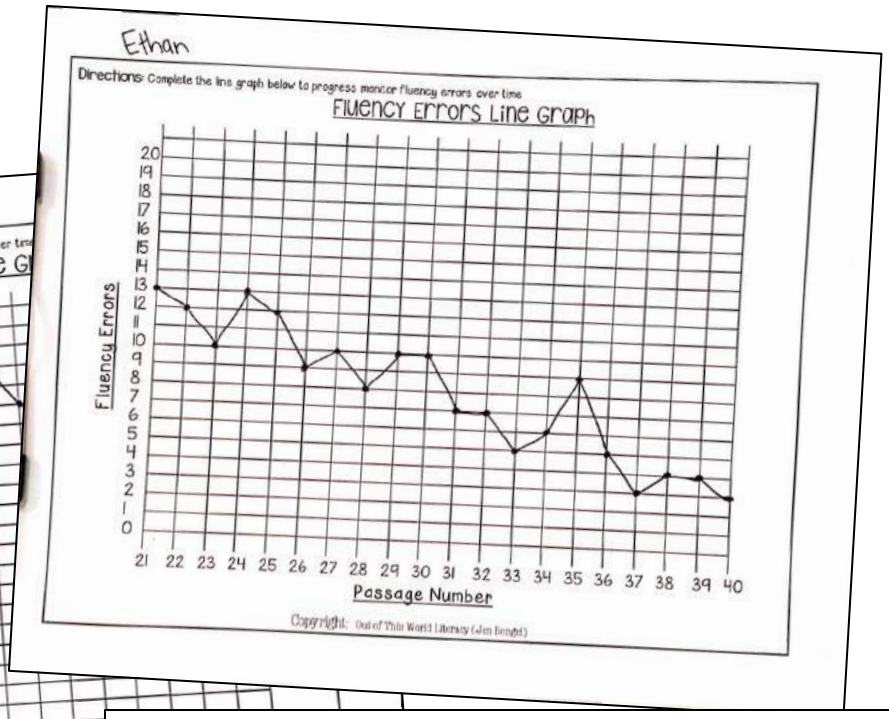


Bar Graphs

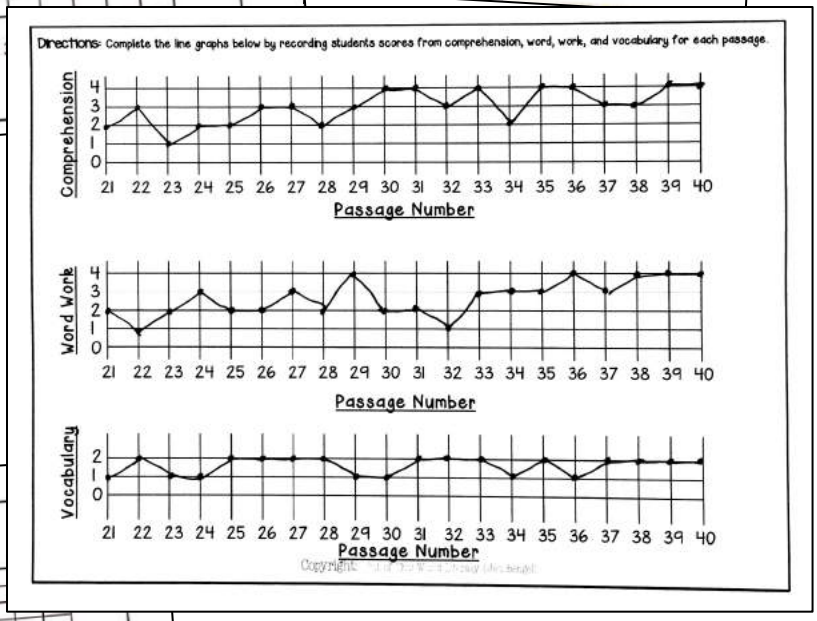
Progress Monitoring!!

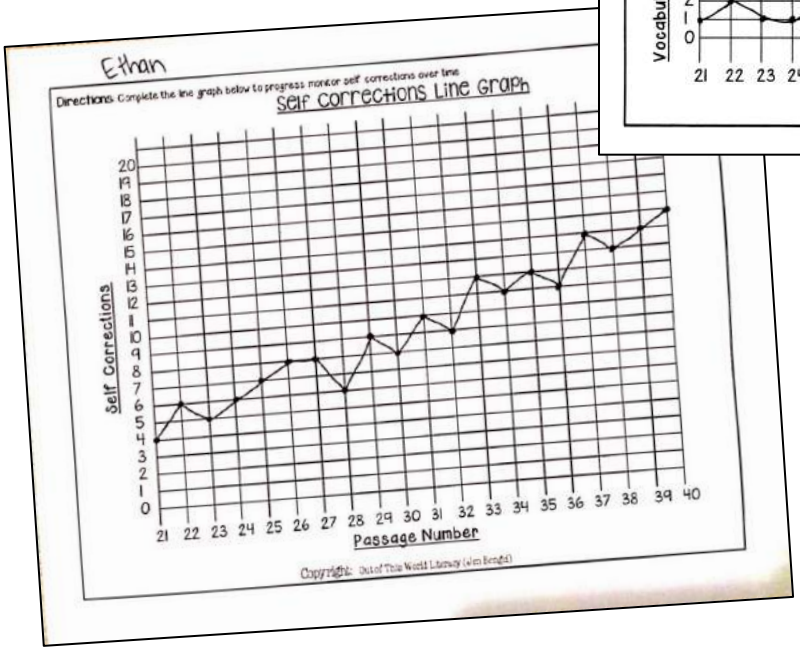
Copyright: Out of This World Literacy (Jen Bengel)





Line Graphs





Progress Monitoring!!

Copyright: Out of This World Literacy (Jen Bengel)

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!

Copyright: Out of This World Literacy (Jen Bengel)

"I am So Smart"

Teacher Page

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

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

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

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

My mom says I am smart. My dad	8
says I am smart. I can read. I can	17
read my own book. I tried to read a	26
new book. It was hard. I did not	34
know the words. I was sad. I cried.	42
My mom said it was okay. She told	50
me to try again. She helped me with	58
words. I read the book! I am smart.	66

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: _____ # of Errors: _____

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

# of Self Corrections: _____

(Choose the middle score)

Copyright: Out of This World Literacy (Jen Bengel)

Passage 28: Levels A-D

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 the Story Solution	How does the problem in the story get fixed? How do you know?		
Identify Character Thoughts	What do you think the kid in the story is thinking when he can not read?		
Follow Events of Plot	What happened right after the kid cried in the story?		
Form Opinions about Characters	What do you think of the kid in the story? Tell me why you think that way.		

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

Passage 28: Levels A-D

Copyright: Out of This World Literacy (Jen Bengel)

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

Copyright: Out of This World Literacy (Jen Bengel)

"I am So Smart"

My mom says I am **smart**. My dad says I am smart. I can read. I can read my own book. I tried to read a new book. It was **hard**. I did not know the words. I was sad. I cried. My mom said it was okay. She told me to try again. She helped me with words. I read the book! I am smart.

Sample

Understand It!

Answer the following questions after reading:

1. What did the girl do to get better at reading?
   a. she gave up
   b. her mom helped
   c. her teacher helped
   d. she did not read again

2. What do you think the girl was thinking when she did not know the words?
   a. she did not feel smart
   b. she was happy
   c. she did not care
   d. she was glad

3. What happened right after the mom helped?
   a. she was sad
   b. she cried
   c. she went to sleep
   d. she read the book

4. What do most people think of the mom?
   a. she was mean
   b. she was nice
   c. she did not help
   d. she did not like reading

Word Work

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



Words with the letter /r/



Words with the short /e/ sound



Words with 3 letters



Words that end with /n/

Vocabulary

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

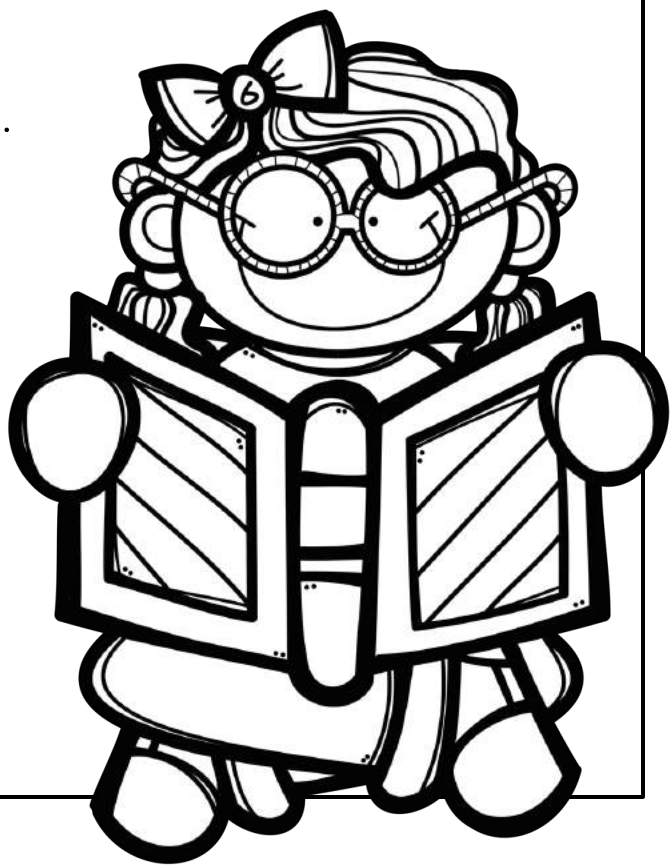
1 _____ 2 _____

Copyright: Out of This World Literacy (Jen Bengel)

"I am So Smart"

My mom says I am **smart**. My dad says I am smart. I can read. I can read my own book. I tried to read a new book. It was **hard**. I did not know the words. I was sad. I cried. My mom said it was okay. She told me to try again. She helped me with words. I read the book! I am smart.

Sample



Copyright: Out of This World Literacy (Jen Bengel)

"I am So Smart"

My mom says I am **smart**. My dad says I am smart. I can read. I can read my own book. I tried to read a new book. It was **hard**. I did not know the words. I was sad. I cried. My mom said it was okay. She told me to try again. She helped me with words. I read the book! I am smart.

Sample

Understand It! Answer the following questions after reading:

1. What did the girl do to get better at reading?
   a. she gave up
   b. her mom helped
   c. her teacher helped
   d. she did not read again

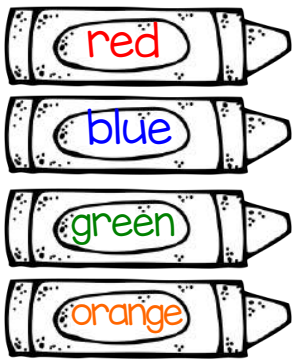
2. What do you think the girl was thinking when she did not know the words?
   a. she did not feel smart
   b. she was happy
   c. she did not care
   d. she was glad

3. What happened right after the mom helped?
   a. she was sad
   b. she cried
   c. she went to sleep
   d. she read the book

4. What do most people think of the mom?
   a. she was mean
   b. she was nice
   c. she did not help
   d. she did not like reading

Word Work

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



Words with the letter /r/

Words with the short /e/ sound

Words with 3 letters

Words that end with /n/

Vocabulary

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

1 _____ 2 _____

Copyright: Out of This World Literacy (Jen Bengel)

"I am So Smart"

My mom says I am **smart**. My dad says I am smart. I can read. I can read my own book. I tried to read a new book. It was **hard**. I did not know the words. I was sad. I cried. My mom said I was okay. She told me to try again. She helped me with words. I read the book! I am smart.

Sample

Understand It!

Answer the following questions after reading:

1. What did the girl do to get better at reading?
   a. she gave up
   b. her mom helped
   c. her teacher helped
   d. she did not read again

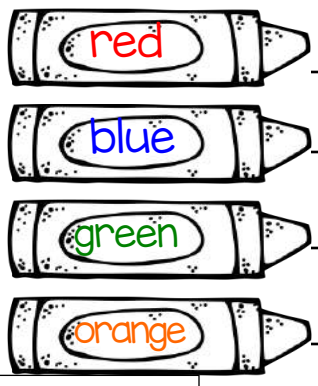
2. What do you think the girl was thinking when she did not know the words?
   a. she did not feel smart
   b. she was happy
   c. she did not care
   d. she was glad

3. What happened right after the mom helped?
   a. she was sad
   b. she cried
   c. she went to sleep
   d. she read the book

4. What do most people think of the mom?
   a. she was mean
   b. she was nice
   c. she did not help
   d. she did not like reading

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 _____

Copyright: Out of This World Literacy (Jen Bengel)

"I am So Smart"

Name: _____ Date: _____ Week: _____

My mom says I am smart. My dad 8
says I am smart. I can read. I can 17
read my own book. I tried to read a 26
new book. It was hard. I did not 34
know the words. I was sad. I cried. 42
My mom said it was okay. She told 50
me to try again. She helped me with 58
words. I read the book! I am smart. 66

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				

Copyright: Out of This World Literacy (Jen Bengel)

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.

Copyright: Out of This World Literacy (Jen Bengel)

Student: _____

Passage	Mon.	Tues.	Wed.	Thurs.
I Like to Camp				
Mice Like Cheese				
My Dog Lost His Ball				
The First Fishing Trip				
My Best Friend Lives Next Door				
The Super Puppy				
The Big Tree House				

Sample

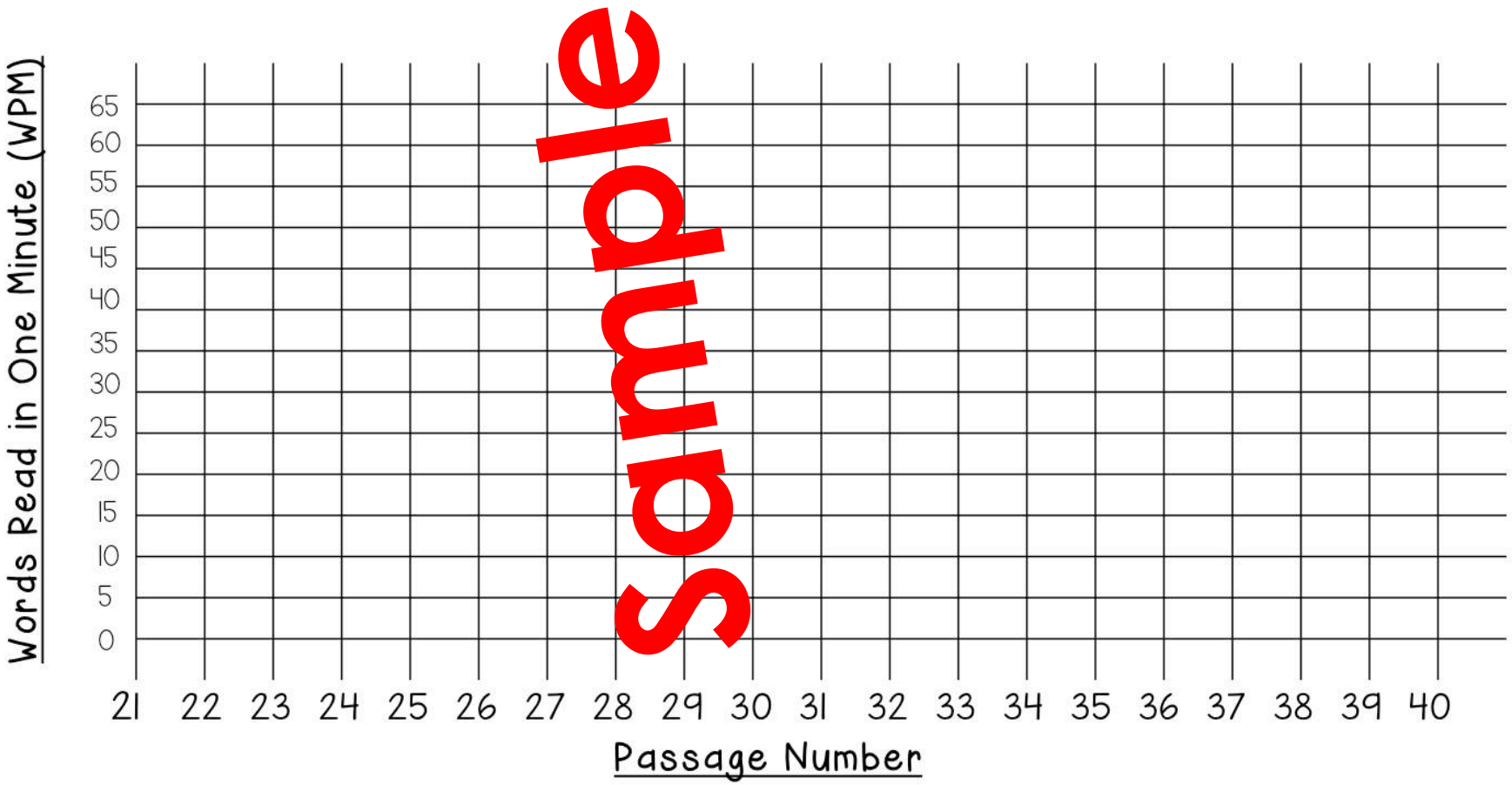
Copyright: Out of This World Literacy (Jen Bengel)

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.



Sample

Copyright: Out of This World Literacy (Jen Bengel)

"Data Tracking"

Student: _____

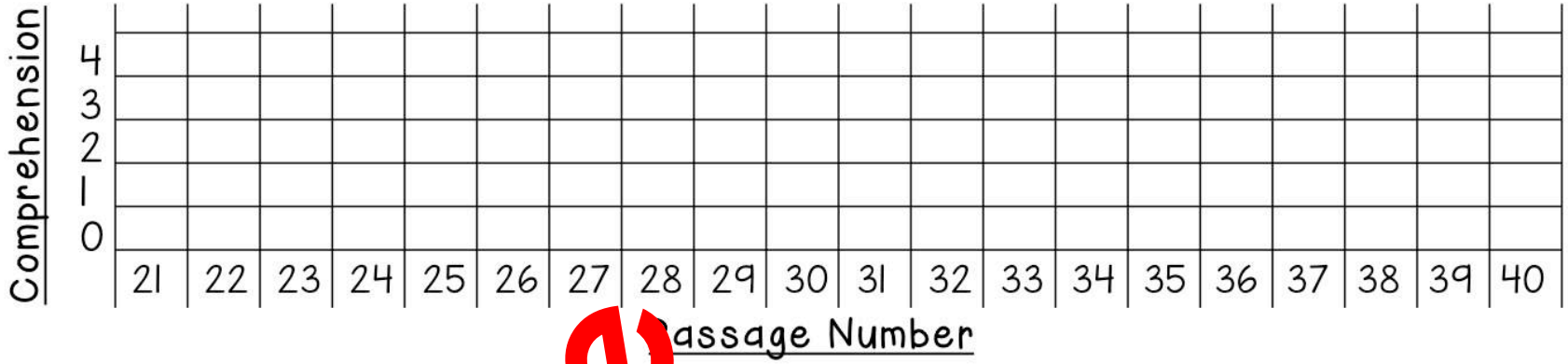
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

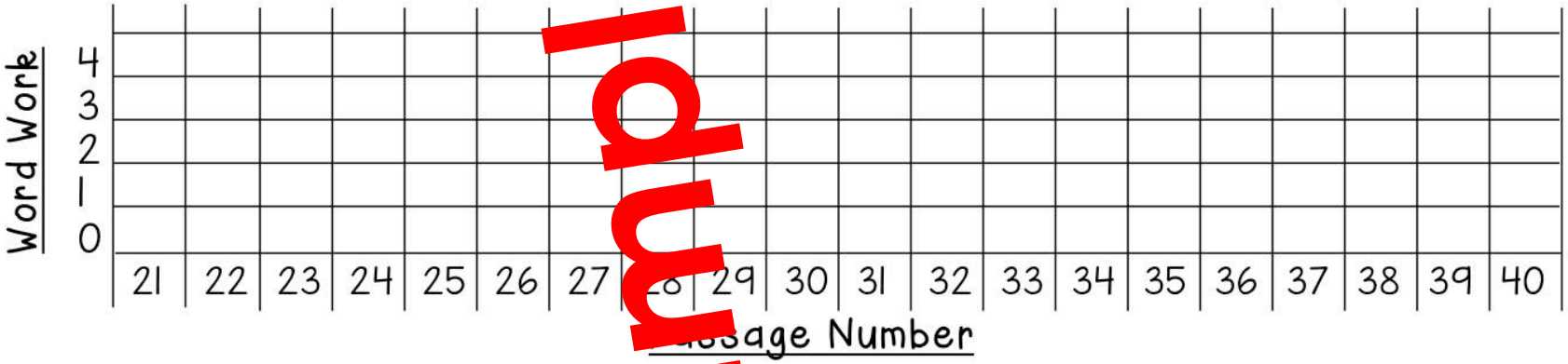
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	Word Work	Vocab

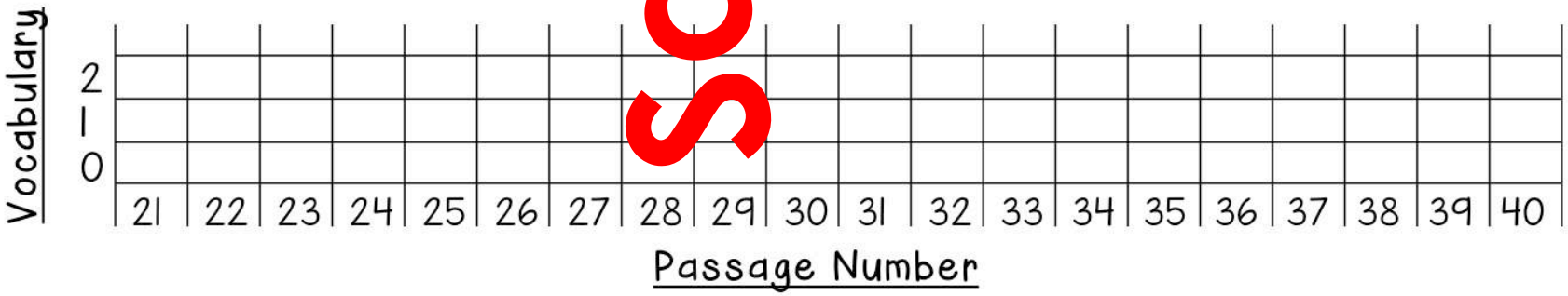
Sample

Copyright: Out of This World Literacy (Jen Bengel)

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)

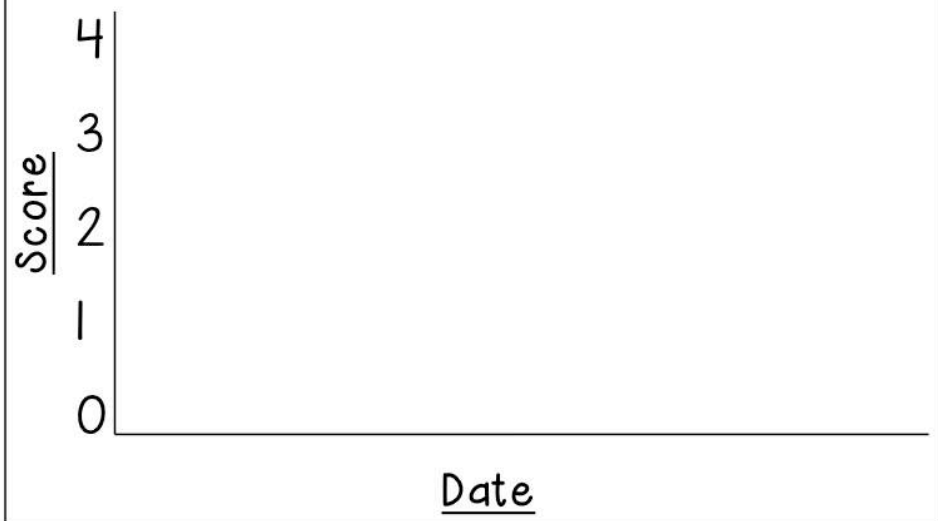
"Data Tracking"

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

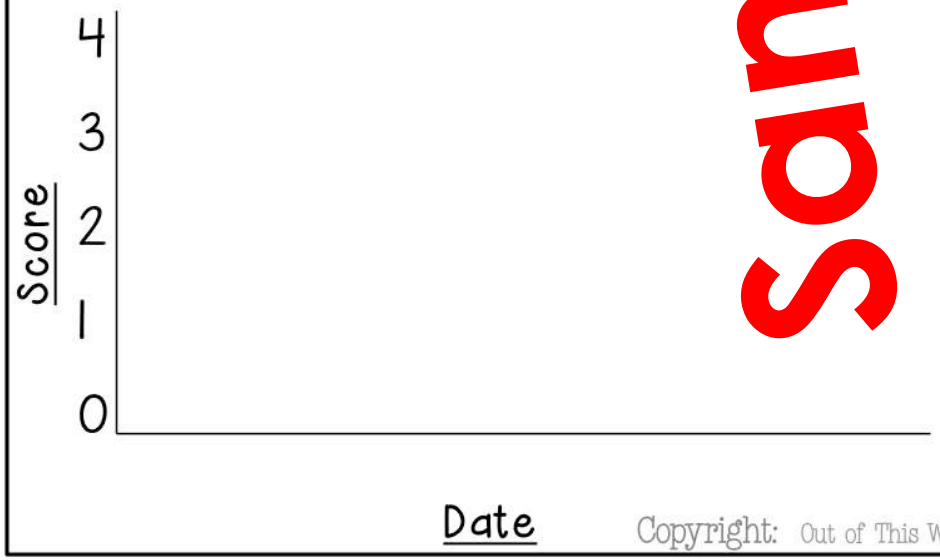
Rate and tone



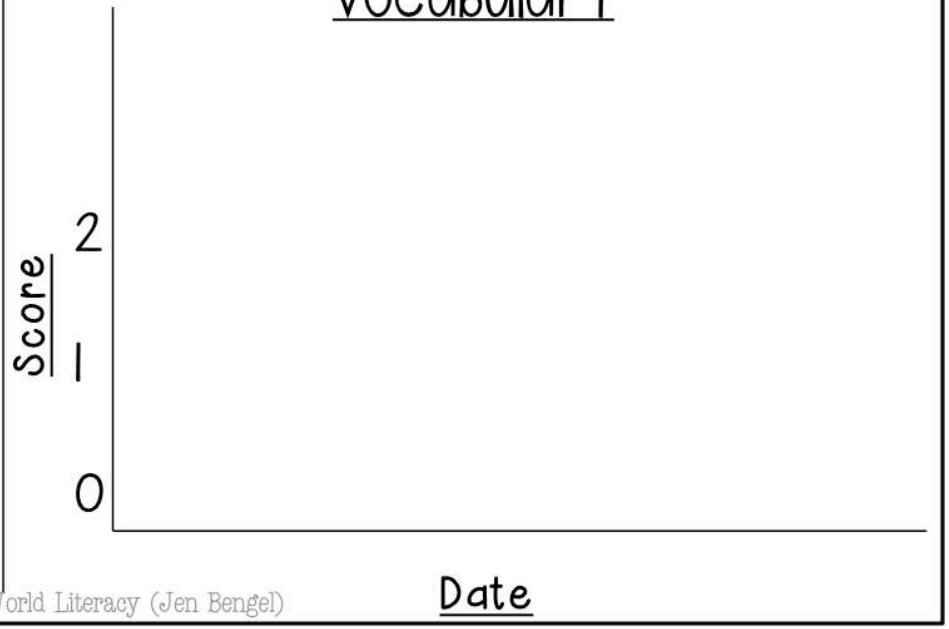
Comprehension



Word Work



Vocabulary



Sample

Copyright: Out of This World Literacy (Jen Bengel)

Answer Key

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

Sample

Levels A-D: Set two