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.

To share this resource with colleagues you must:

1. Go to 'My TpT' on the top right of your screen
2. Click on 'My Purchases'
3. Click the 'Buy Additional Licenses' button
4. Purchase a discounted license for each colleague you plan to share this resource with

*** The license in not transferrable to another person.

*** If you are a coach, principal, or district interested in a site license, please contact me for a quote at jenbengel5@gmail.com.

*** This resource may not be uploaded to the internet in any form, including classroom/personal websites and network drives.

This Resource is NOT to be:

- Used by an entire grade level, school, or district without purchasing the proper number of licenses.
- Resold or redistributed
- Modified and resold
- Shared on databases, where individuals other than the purchaser have access

I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!

Jen Bengel

Complete answer keys for every passage

"The Food Dare"

Garrett and his friends were celebrating the end of the school year with a big Friday night sleepover. They were finishing up the fourth grade and all the boys were planning some lazy summer days filled with playing video games and sleeping in until noon. All the boys rushed over to their friend Nate's house as soon as the last school bell of the year rang. They spent the next five hours playing video games until they couldn't see straight. They suddenly realized how **absolutely** starving they were. The boys looked at each other and rushed to Nate's kitchen. "I'm so hungry I could eat just about anything!" Garrett declared. "Really?" asked Nate, "*anything?*" Garrett said yes and that gave Nate a **mischievous** idea. "What if I made you the ultimate most disgusting thing I can. Would you eat it?" asked Nate. Garrett was not the type of kid to back down from a dare. So he agreed, although he was a bit nervous. Nate **proceeded** to pull every condiment he could find out of the fridge. He grabbed the blender. Then he pulled some stale chips from the cabinet and cold hot dogs from the fridge. With a sneaky laugh, Nate loaded up the blender. He threw in 3 hot dogs, and two handfuls of chips. Then he squirted in ketchup, mayonnaise, mustard, and hot sauce. He added some pickles and black olives too. Garrett **gulped** as he watched Nate turn on the blender. Soon he poured the most disgusting hot dog shake into a cup. All the boys watched in anticipation as Garrett plugged his nose and tipped the drink back. It only took one sip for him to spit it in the sink and gag. He **vowed** never to take a dare again!

Understand It!

Answer the following questions after reading:

1. What's the main idea of the sentence that starts with, "They were finishing"
   a. eating bad food
   b. staying up all night
   c. planning lazy days
   d. playing outside

2. Garrett can be compared to someone who...?
   a. takes dares
   b. is always scared
   c. doesn't like summer
   d. doesn't have friends

3. Based on the story, do you think Garrett will take another dare?
   a. yes
   b. it's too hard to tell
   c. maybe
   d. no

4. What word best describes Nate?
   a. quiet
   b. mischievous
   c. caring
   d. forgetful

Word Work

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



Words with vowel pattern /oo/



Adjectives



All plural words



Words with vowel pattern /oy/, /ou/, or /ow/

Vocabulary

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

1. absolutely — for sure!
2. mischievous — trouble maker
3. proceeded — went on
4. gulped — swallow hard
5. vowed — a promise

Passage 22

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 fourth grade average reading level. They all fall within Fountas and Pinnell's levels Q-T.

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

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

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

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

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

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

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	The Time Capsule	308	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. ordinary 2. addressed 3. maiden 4. screeched 5. remarkable
22	The Food Dare	296	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. absolutely 2. mischievous 3. proceeded 4. gulped 5. vowed
23	My Grandpa's Totem Pole	281	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. tribe 2. proudly 3. etched 4. ancestors 5. generations
24	Our School Gives Back	313	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. community 2. popular 3. chatting 4. humongous 5. outdo
25	The Kindness Project	270	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. experimenting 2. positive 3. surrounded 4. atmosphere 5. environment

Copyright: Out of This World Literacy (Jen Bengel)

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	My Sister's Birthday	302	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. stale 2. tantrum 3. stubborn 4. devastated 5. treasure
27	I Won a Computer	310	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. register 2. scheduled 3. properties 4. reality 5. confirmed
28	The Secret Bakers	302	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. reveal 2. charities 3. drive-by 4. appreciate 5. sworn
29	Standing Up For Sammy	288	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. bothered 2. pretended 3. defending 4. strutted 5. confidently
30	The Mother's Day Near Disaster	290	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. experimenting 2. volunteered 3. schemed 4. downhill 5. managed

Copyright: Out of This World Literacy (Jen Bengel)

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
31	Cells to Organisms	282	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. independently 2. structural 3. elaborate 4. variety 5. cures
32	What is Force?	296	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. applied 2. motion 3. produces 4. revolving 5. tension
33	Food Chains	292	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. habitat 2. consumers 3. primary 4. decomposes 5. enriches
34	Magnets	271	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. invisible 2. assume 3. repel 4. deflect 5. display
35	Simple Machines	276	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. complex 2. stiff 3. strategy 4. foundation 5. slope

Copyright: Out of This World Literacy (Jen Bengel)

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
36	The Navajo	268	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. dome-shaped 2. valuable 3. constructed 4. admired 5. reservation
37	The Cherokee	256	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. resources 2. talents 3. ceremonies 4. fortune 5. treaty
38	The Sioux	281	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. nomadic 2. source 3. prevalent 4. utilized 5. clever
39	The Chippewa	250	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. region 2. abundant 3. waterways 4. species 5. practical
40	The Chickasaw	271	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. reputation 2. migrated 3. framed 4. identify 5. responsible

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.

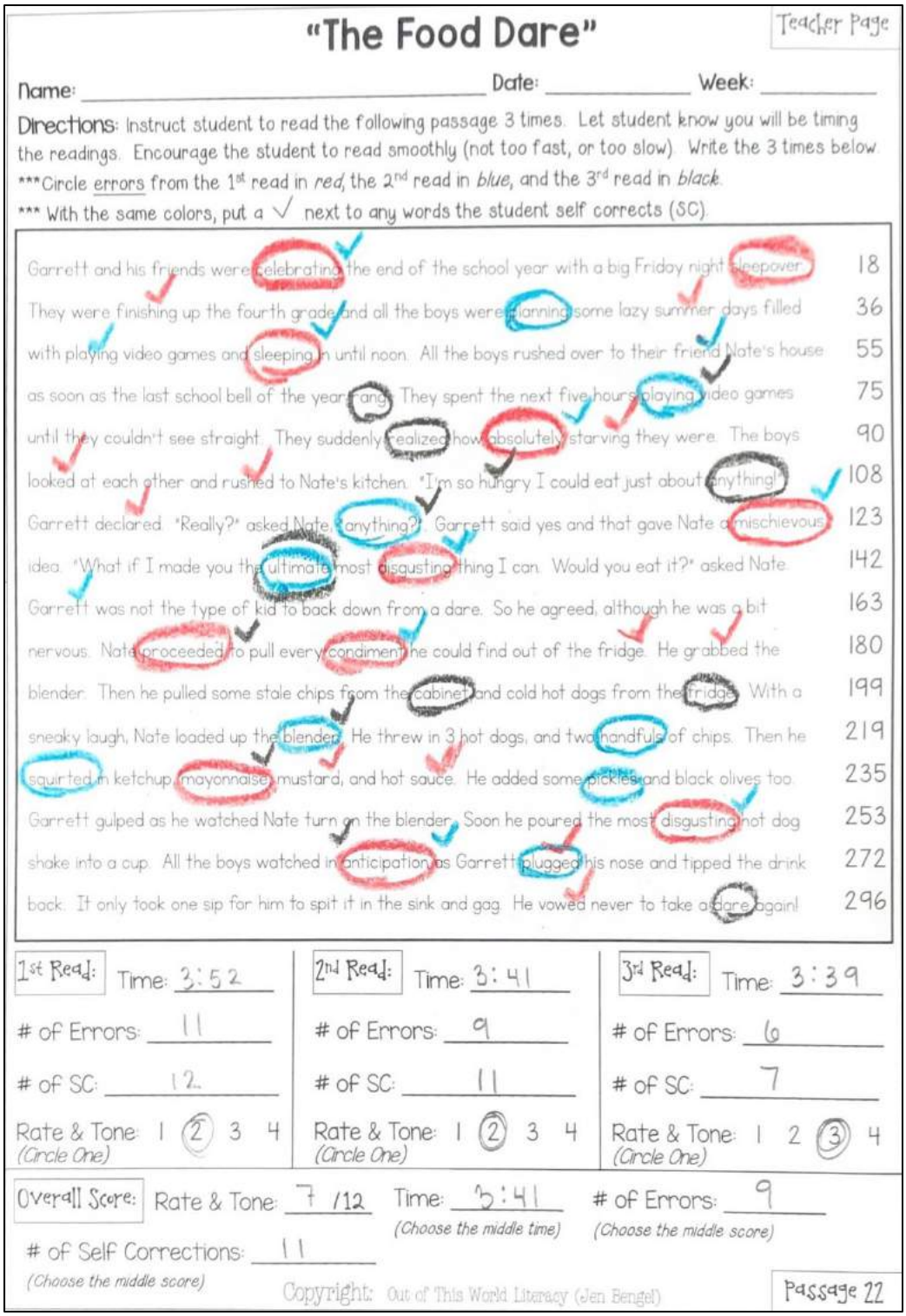
Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

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



"The Food Dare"

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).

Garrett and his friends were celebrating the end of the school year with a big Friday night sleepover.	18
They were finishing up the fourth grade and all the boys were planning some lazy summer days filled	36
with playing video games and sleeping in until noon. All the boys rushed over to their friend Nate's house	55
as soon as the last school bell of the year rang. They spent the next five hours playing video games	75
until they couldn't see straight. They suddenly realized how absolutely starving they were. The boys	90
looked at each other and rushed to Nate's kitchen. "I'm so hungry I could eat just about anything!"	108
Garrett declared. "Really?" asked Nate, "anything?". Garrett said yes and that gave Nate a mischievous	123
idea. "What if I made you the ultimate most disgusting thing I can. Would you eat it?" asked Nate.	142
Garrett was not the type of kid to back down from a dare. So he agreed, although he was a bit	163
nervous. Nate proceeded to pull every condiment he could find out of the fridge. He grabbed the	180
blender. Then he pulled some stale chips from the cabinet and cold hot dogs from the fridge. With a	199
sneaky laugh, Nate loaded up the blender. He threw in 3 hot dogs, and two handfuls of chips. Then he	219
squirted in ketchup, mayonnaise, mustard, and hot sauce. He added some pickles and black olives too.	235
Garrett gulped as he watched Nate turn on the blender. Soon he poured the most disgusting hot dog	253
shake into a cup. All the boys watched in anticipation as Garrett plugged his nose and tipped the drink	272
back. It only took one sip for him to spit it in the sink and gag. He vowed never to take a dare again!	296

1st Read:	2nd Read:	3rd Read:
Time: 3:52	Time: 3:41	Time: 3:39
# of Errors: 11	# of Errors: 9	# of Errors: 6
# of SC: 12	# of SC: 11	# 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: 7 /12 Time: 3:41 (Choose the middle time) # of Errors: 9 (Choose the middle score)

# of Self Corrections: 11 (Choose the middle score)

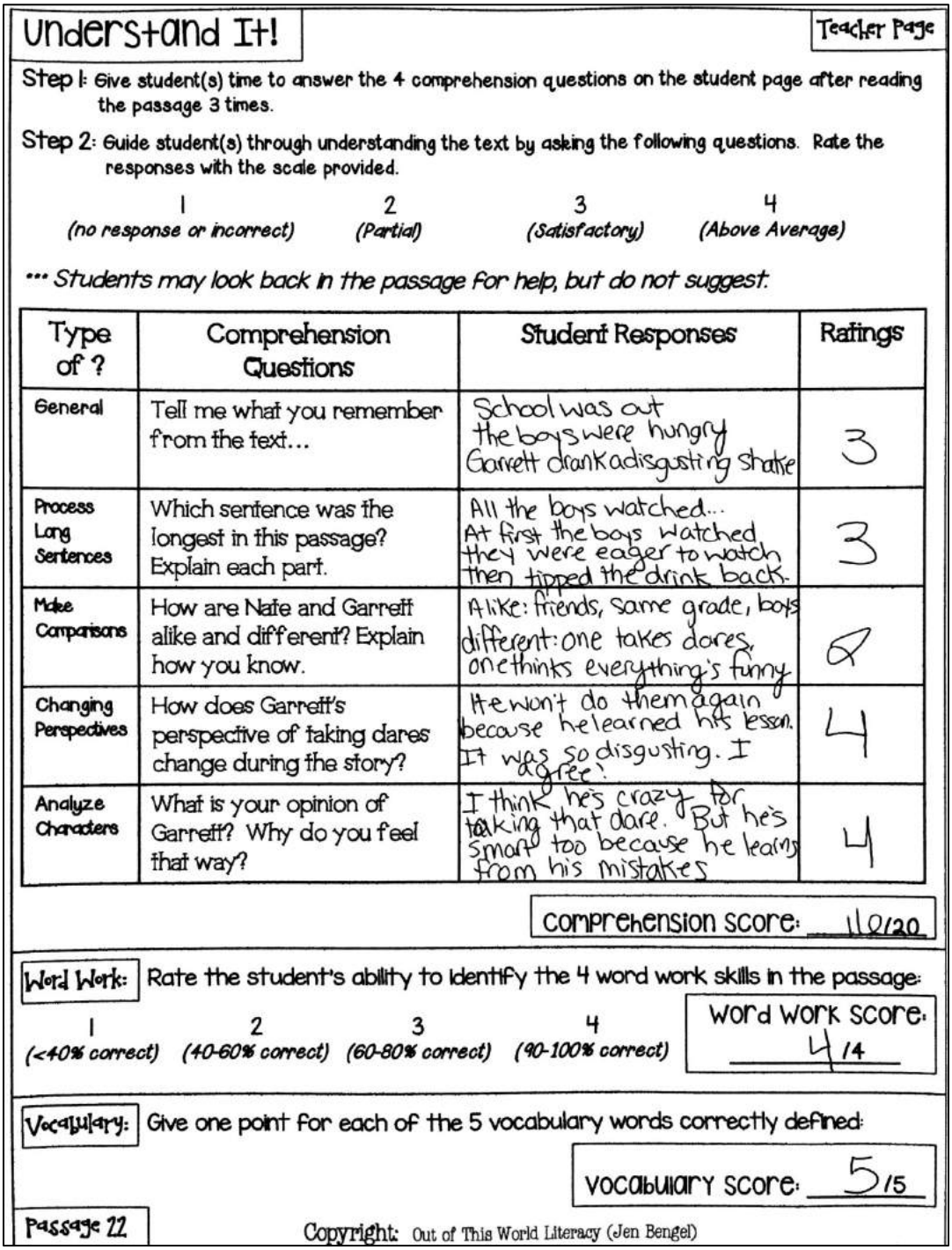
Copyright: Out of This World Literacy (Jen Bengel)

Passage 22

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...	School was out the boys were hungry Garrett drank a disgusting shake	3
Process Long Sentences	Which sentence was the longest in this passage? Explain each part.	All the boys watched... At first the boys watched they were eager to watch then tipped the drink back.	3
Make Comparisons	How are Nate and Garreff alike and different? Explain how you know.	Alike: friends, same grade, boys different: one takes dares, one thinks everything's funny	4
Changing Perspectives	How does Garreff's perspective of taking dares change during the story?	He won't do them again because he learned his lesson. It was so disgusting. I agree!	4
Analyze Characters	What is your opinion of Garreff? Why do you feel that way?	I think he's crazy for taking that dare. But he's smart too because he learns from his mistakes	4

Comprehension score: 11 / 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:

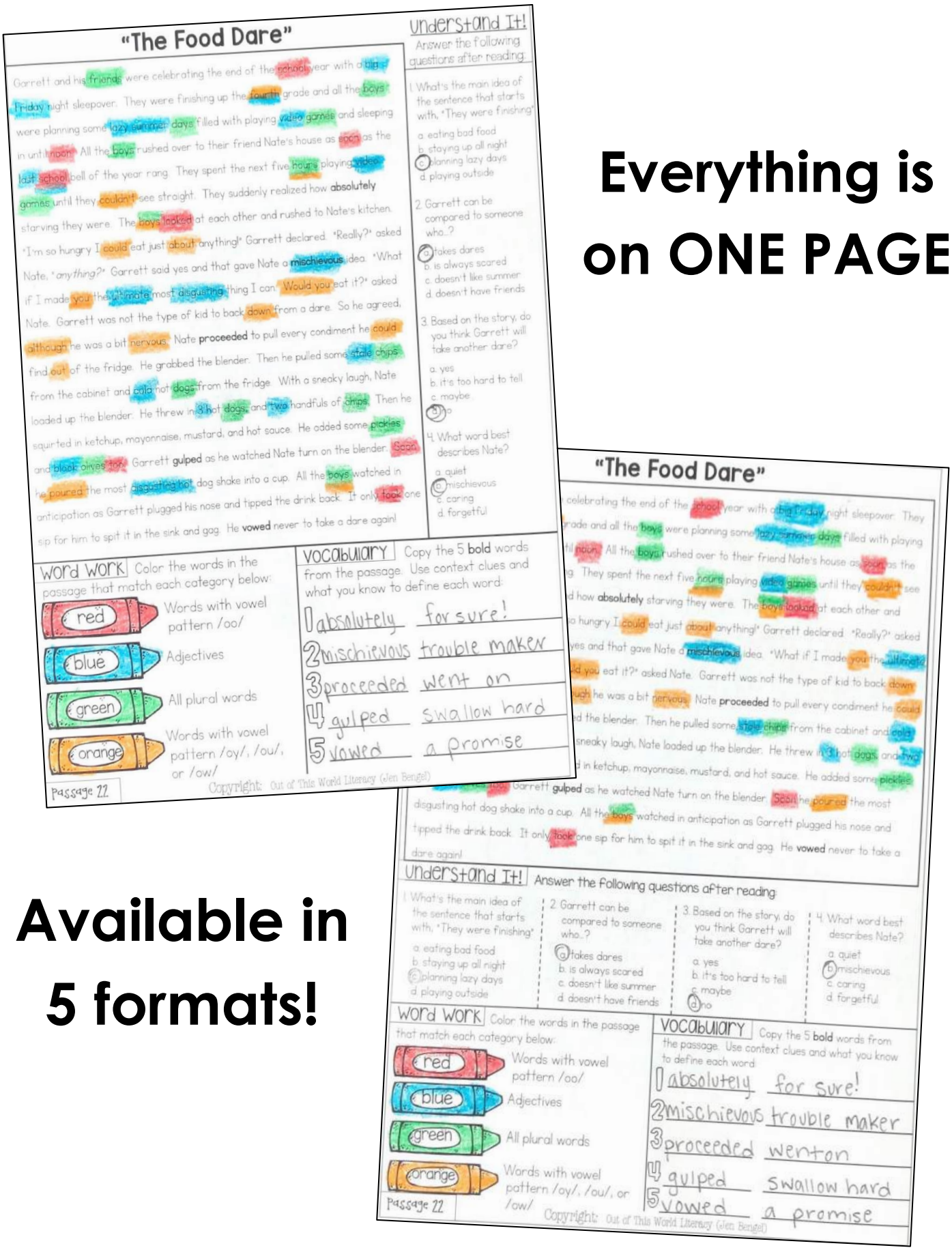
Vocabulary score: 5 / 5

Passage 22

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: _____

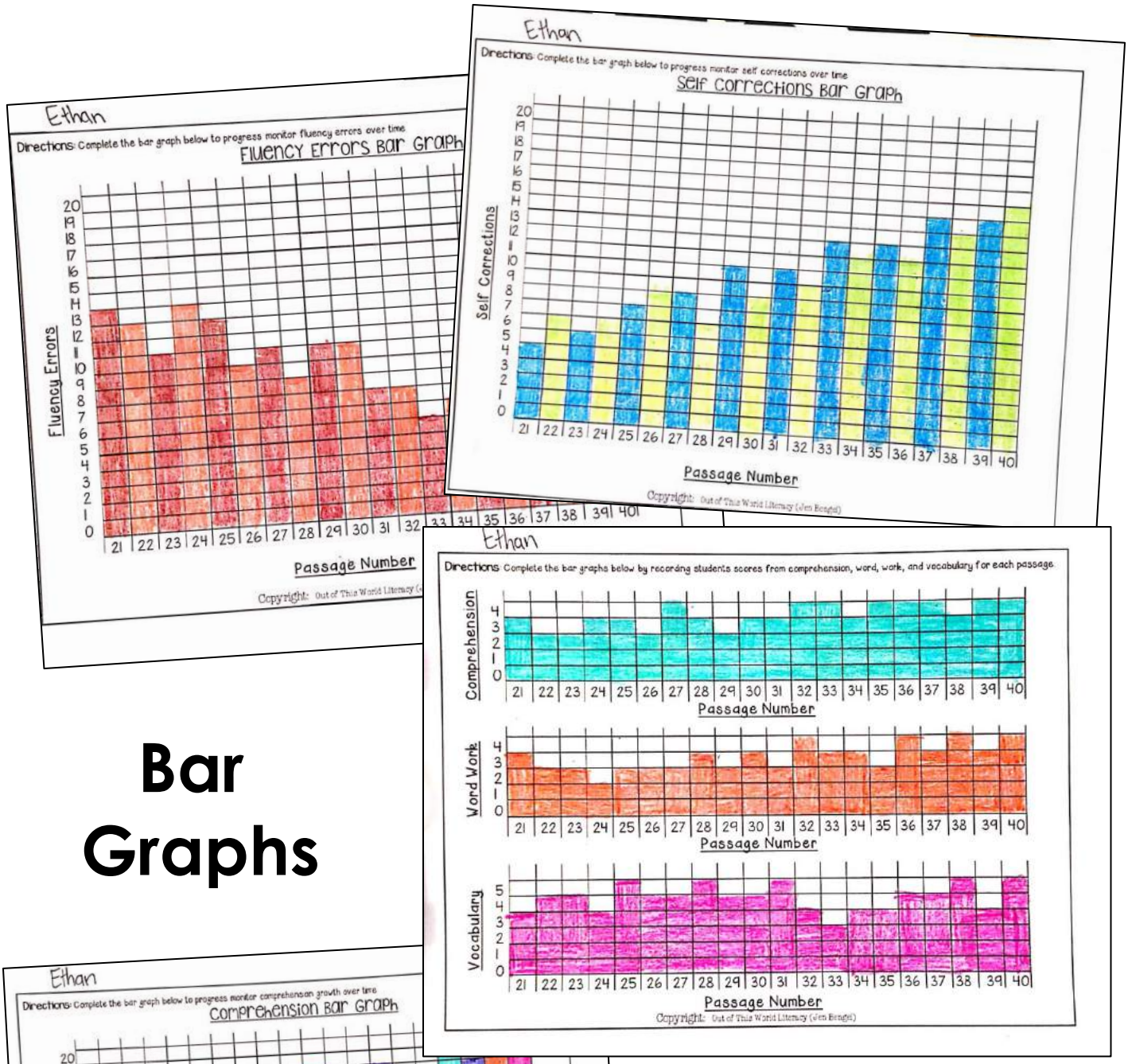
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

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

Copyright: Out of This World Literacy (Jen Bengel)

Or individual student

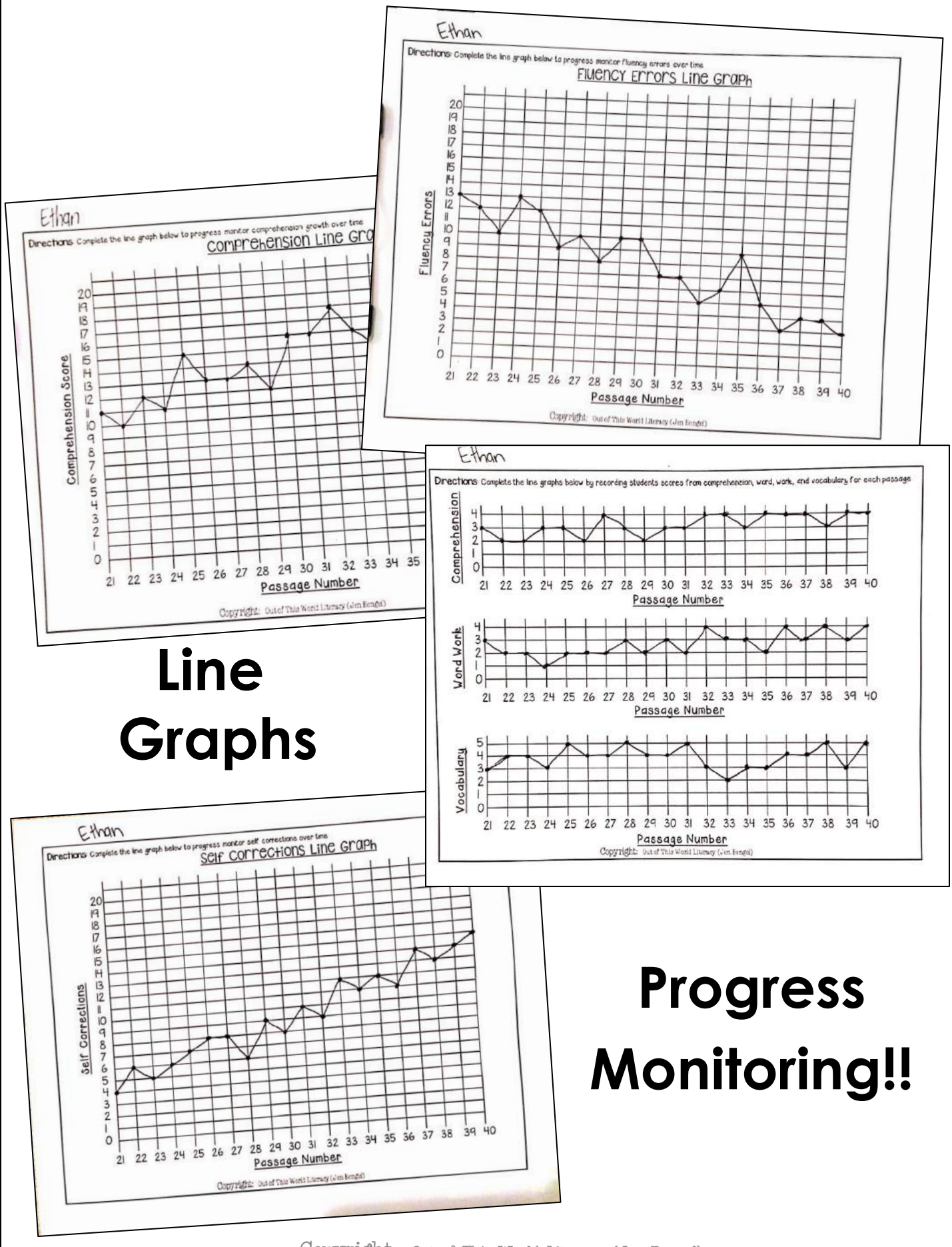
Copyright: Out of This World Literacy (Jen Bengel)



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)

"The Food Dare"

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).

Garrett and his friends were celebrating the end of the school year with a big Friday night sleepover.	18
They were finishing up the fourth grade and all the boys were planning some lazy summer days filled	36
with playing video games and sleeping in until noon. All the boys rushed over to their friend Nate's house	55
as soon as the last school bell of the year rang. They spent the next five hours playing video games	75
until they couldn't see straight. They suddenly realized how absolutely starving they were. The boys	90
looked at each other and rushed to Nate's kitchen. "I'm so hungry I could eat just about anything!"	108
Garrett declared. "Really?" asked Nate, "anything?" Garrett scratched his head and that gave Nate a mischievous	123
idea. "What if I made you eat the ultimate most disgusting thing I can. Would you eat it?" asked Nate.	142
Garrett was not the type of kid to back down from a dare. So he agreed, although he was a bit	163
nervous. Nate proceeded to pull every condiment he could find out of the fridge. He grabbed the	180
blender. Then he pulled some stale chips from the cabinet and cold hot dogs from the fridge. With a	199
sneaky laugh, Nate loaded up the blender. He threw in 3 hot dogs, and two handfuls of chips. Then he	219
squirted in ketchup, mayonnaise, mustard, and hot sauce. He added some pickles and black olives too.	235
Garrett gulped as he watched Nate turn on the blender. Soon he poured the most disgusting hot dog	253
shake into a cup. All the boys watched in anticipation as Garrett plugged his nose and tipped the drink	272
back. It only took one sip for him to spit it in the sink and gag. He vowed never to take a dare again!	296

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)

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…		
Process Long Sentences	Which sentence was the longest in this passage? Explain each part.		
Make Comparisons	How are Nate and Garrett alike and different? Explain how you know.		
Changing Perspectives	How does Garrett's perspective of taking dares change during the story?		
Analyze Characters	What is your opinion of Garrett? Why do you feel 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: 14

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

Vocabulary Score: _____/5

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)

"The Food Dare"

Garrett and his friends were celebrating the end of the school year with a big Friday night sleepover. They were finishing up the fourth grade and all the boys were planning some lazy summer days filled with playing video games and sleeping in until noon. All the boys rushed over to their friend Nate's house as soon as the last school bell of the year rang. They spent the next five hours playing video games until they couldn't see straight. They suddenly realized how **absolutely** starving they were. The boys looked at each other and rushed to Nate's kitchen. "I'm so hungry I could eat just about anything!" Garrett declared. "Really?" asked Nate, "*anything?*" Garrett said yes and that gave Nate a **mischievous** idea. "What if I made you the ultimate most disgusting thing I can. Would you eat it?" asked Nate. Garrett was not the type of kid to back down from a dare. So he agreed, although he was a little nervous. Nate peeked and pulled every combination he could find out of the fridge. He grabbed the blender. Then he pulled some stale chips from the cabinet and cold hot dogs from the fridge. With a sneaky laugh, Nate loaded up the blender. He threw in 3 hot dogs, and two handfuls of chips. Then he squirted in ketchup, mayonnaise, mustard, and hot sauce. He added some pickles and black olives too. Garrett **gulped** as he watched Nate turn on the blender. Soon he poured the most disgusting hot dog shake into a cup. All the boys watched in anticipation as Garrett plugged his nose and tipped the drink back. It only took one sip for him to spit it in the sink and gag. He **vowed** never to take a dare again!

Sample

Understand It!

Answer the following questions after reading:

1. What's the main idea of the sentence that starts with, "They were finishing"
   a. eating bad food
   b. staying up all night
   c. planning lazy days
   d. playing outside

2. Garrett can be compared to someone who...?
   a. takes dares
   b. is always scared
   c. doesn't like summer
   d. doesn't have friends

3. Based on the story, do you think Garrett will take another dare?
   a. yes
   b. it's too hard to tell
   c. maybe
   d. no

4. What word best describes Nate?
   a. quiet
   b. mischievous
   c. caring
   d. forgetful

Word Work

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

- red — Words with vowel pattern /oo/
- blue — Adjectives
- green — All plural words
- orange — Words with vowel pattern /oy/, /ou/, or /ow/

Vocabulary

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

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

Copyright: Out of This World Literacy (Jen Bengel)

"The Food Dare"

Garrett and his friends were celebrating the end of the school year with a big Friday night sleepover. They were finishing up the fourth grade and all the boys were planning some lazy summer days filled with playing video games and sleeping in until noon. All the boys rushed over to their friend Nate's house as soon as the last school bell of the year rang. They spent the next five hours playing video games until they couldn't see straight. They suddenly realized how **absolutely** starving they were. The boys looked at each other and rushed to Nate's kitchen. "I'm so hungry I could eat just about anything!" Garrett declared. "Really?" asked Nate, "*anything?*" Garrett said yes and that gave Nate a **mischievous** idea. "What if I made you the ultimate most disgusting thing ever. Would you eat it?" asked Nate. Garrett was not the type of kid to back down from a dare. So he agreed, although he was a bit nervous. Nate **proceeded** to pull every condiment he could find out of the fridge. He grabbed the blender. Then he pulled some stale chips from the cabinet and cold hot dogs from the fridge. With a sneaky laugh, Nate loaded up the blender. He threw in 3 hot dogs, and two handfuls of chips. Then he squirted in ketchup, mayonnaise, mustard, and hot sauce. He added some pickles and black olives too. Garrett **gulped** as he watched Nate turn on the blender. Soon he poured the most disgusting hot dog shake into a cup. All the boys watched in anticipation as Garrett plugged his nose and tipped the drink back. It only took one sip for him to spit it in the sink and gag. He **vowed** never to take a dare again!

Sample

Copyright: Out of This World Literacy (Jen Bengel)

"The Food Dare"

Garrett and his friends were celebrating the end of the school year with a big Friday night sleepover. They were finishing up the fourth grade and all the boys were planning some lazy summer days filled with playing video games and sleeping in until noon. All the boys rushed over to their friend Nate's house as soon as the last school bell of the year rang. They spent the next five hours playing video games until they couldn't see straight. They suddenly realized how **absolutely** starving they were. The boys looked at each other and rushed to Nate's kitchen. "I'm so hungry I could eat just about anything!" Garrett declared. "Really?" asked Nate, "*anything?*" Garrett said yes and that gave Nate a **mischievous** idea. "What if I made you the ultimate most disgusting thing I can. Would you eat it?" asked Nate. Garrett was not the type of kid to back down from a dare. So he agreed, although he was a bit nervous. Nate **proceeded** to pull every condiment he could find out of the fridge. He grabbed the blender. Then he pulled some stale chips from the cabinet and cold hot dogs from the fridge. With a sneaky laugh, Nate loaded up the blender. He threw in 3 hot dogs, and two handfuls of chips. Then he squirted ketchup, mayonnaise, mustard, and hot sauce. He added some pickles and black olives too. Garrett **gulped** as he watched Nate turn on the blender. Soon he poured the most disgusting hot dog mixture into a cup. All the boys watched in anticipation as Garrett plugged his nose and tipped the drink back. It only took one sip for him to spit it in the sink and gag. He **vowed** never to take a dare again!

Sample

Understand It! Answer the following questions after reading:

1. What's the main idea of the sentence that starts with, "They were finishing"
   a. eating bad food
   b. staying up all night
   c. planning lazy days
   d. playing outside

2. Garrett can be compared to someone who...?
   a. takes dares
   b. is always scared
   c. doesn't like summer
   d. doesn't have friends

3. Based on the story, do you think Garrett will take another dare?
   a. yes
   b. it's too hard to tell
   c. maybe
   d. no

4. What word best describes Nate?
   a. quiet
   b. mischievous
   c. caring
   d. forgetful

Word Work

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

- red — Words with vowel pattern /oo/
- blue — Adjectives
- green — All plural words
- orange — Words with vowel pattern /oy/, /ou/, or /ow/

Vocabulary

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

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

Copyright: Out of This World Literacy (Jen Bengel)

"The Food Dare"

Garrett and his friends were celebrating the end of the school year with a big Friday night sleepover. They were finishing up the fourth grade and all the boys were planning some lazy summer days filled with playing video games and sleeping in until noon. All the boys rushed over to their friend Nate's house as soon as the last school bell of the year rang. They spent the next five hours playing video games until they couldn't see straight. They suddenly realized how **absolutely** starving they were. The boys looked at each other and rushed to Nate's kitchen. "I'm so hungry I could eat just about anything!" Garrett declared. "Really?" asked Nate, "*anything?*" Garrett said yes and that gave Nate a **mischievous** idea. "What if I made you the ultimate most disgusting thing I can. Would you eat it?" asked Nate. Garrett was not the type of kid to back down from a dare. So he agreed, although he was a little nervous. Nate proceeded to pull every combination he could find out of the fridge. He grabbed the blender. Then he pulled some stale chips from the cabinet and cold hot dogs from the fridge. With a sneaky laugh, Nate loaded up the blender. He threw in 3 hot dogs, and two handfuls of chips. Then he squirted in ketchup, mayonnaise, mustard, and hot sauce. He added some pickles and black olives too. Garrett **gulped** as he watched Nate turn on the blender. Soon he poured the most disgusting hot dog shake into a cup. All the boys watched in anticipation as Garrett plugged his nose and tipped the drink back. It only took one sip for him to spit it in the sink and gag. He **vowed** never to take a dare again!

Sample

Understand It!

Answer the following questions after reading:

1. What's the main idea of the sentence that starts with, "They were finishing"
   a. eating bad food
   b. staying up all night
   c. planning lazy days
   d. playing outside

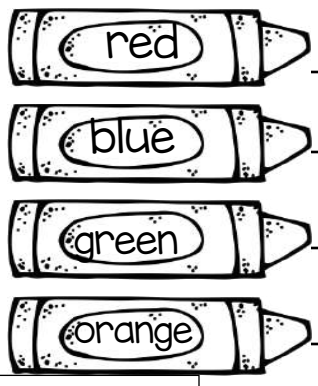
2. Garrett can be compared to someone who...?
   a. takes dares
   b. is always scared
   c. doesn't like summer
   d. doesn't have friends

3. Based on the story, do you think Garrett will take another dare?
   a. yes
   b. it's too hard to tell
   c. maybe
   d. no

4. What word best describes Nate?
   a. quiet
   b. mischievous
   c. caring
   d. forgetful

Word Work

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



Vocabulary

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

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

Copyright: Out of This World Literacy (Jen Bengel)

"The Food Dare"

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

Garrett and his friends were celebrating the end of the school year with a big Friday night sleepover. 18
They were finishing up the fourth grade and all the boys were planning some lazy summer days filled 36
with playing video games and sleeping in until noon. All the boys rushed over to their friend Nate's house 55
as soon as the last school bell of the year rang. They spent the next five hours playing video games 75
until they couldn't see straight. They suddenly realized how absolutely starving they were. The boys 90
looked at each other and rushed to Nate's kitchen. "I'm so hungry I could eat just about anything!" 108
Garrett declared. "Really?" asked Nate, "anything?" Garrett said yes and that gave Nate a mischievous 123
idea. "What if I made you the ultimate most disgusting thing I can. Would you eat it?" asked Nate. 142
Garrett was not the type of kid to back down from a dare. So he agreed although he was a bit 163
nervous. Nate proceeded to tell Garrett comments he could find at the fridge. He grabbed the 180
blender. Then he pulled some stolen chips from the cabinet and cold hot dogs from the fridge. With a 199
sneaky laugh, Nate loaded up the blender. He threw in 3 hot dogs, and two handfuls of chips. Then he 219
squirted in ketchup, mayonnaise, mustard, and hot sauce. He added some pickles and black olives too. 235
Garrett gulped as he watched Nate turn on the blender. Soon he poured the most disgusting hot dog 253
shake into a cup. All the boys watched in anticipation as Garrett plugged his nose and tipped the drink 272
back. It only took one sip for him to spit it in the sink and gag. He vowed never to take a dare again! 296

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.
The Time Capsule				
The food Dare				
My Grandpa's Totem Pole				
Our School Gives Back				
The Kindness Project				
My Sister's Blankie				
I Won a Computer				

Sample

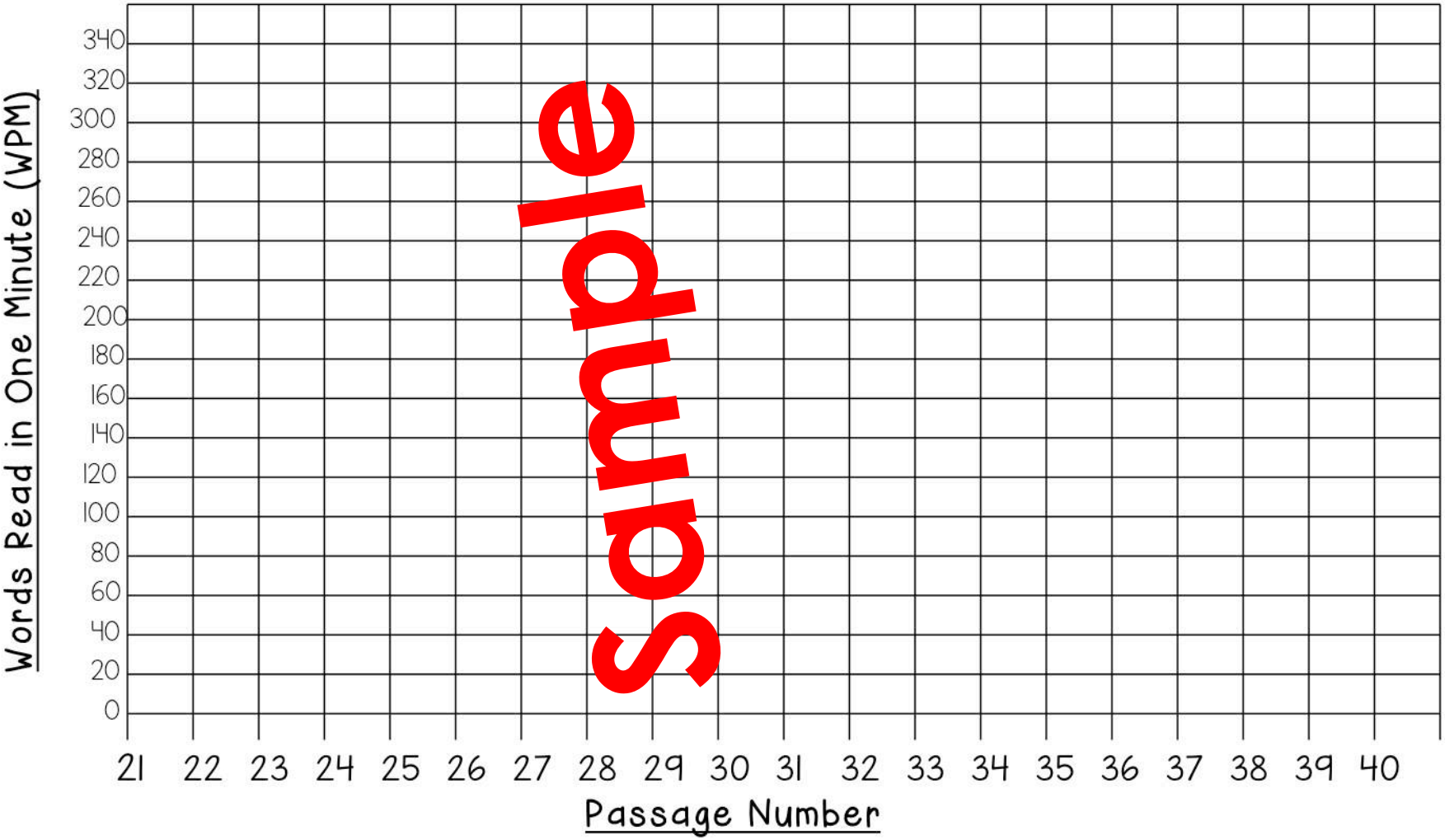
Copyright: Out of This World Literacy (Jen Bengel)

Fluency Line Graph

Level Range Q-T

Name: _____ Date: _____

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



Copyright: Out of This World Literacy (Jen Bengel)

"Data Tracking"

Student: _____

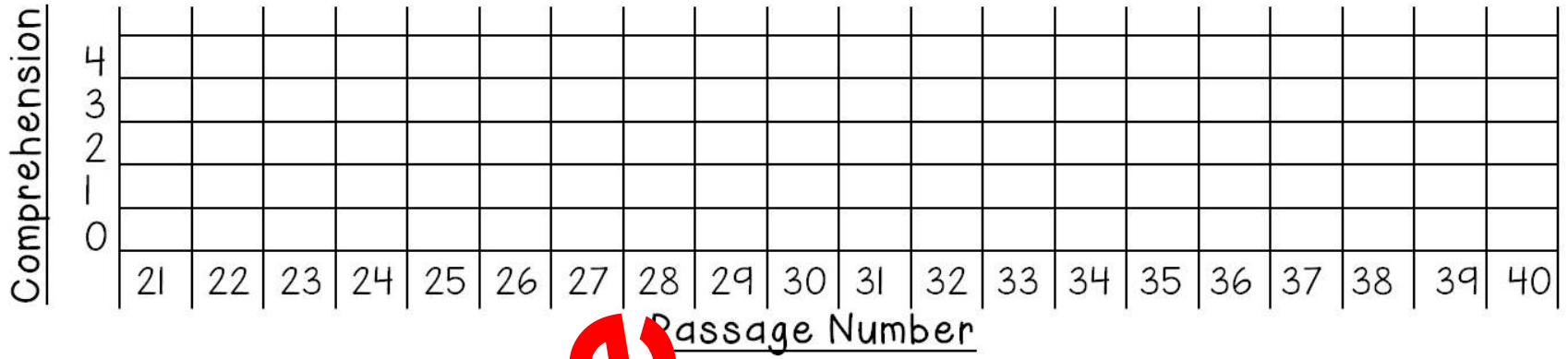
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

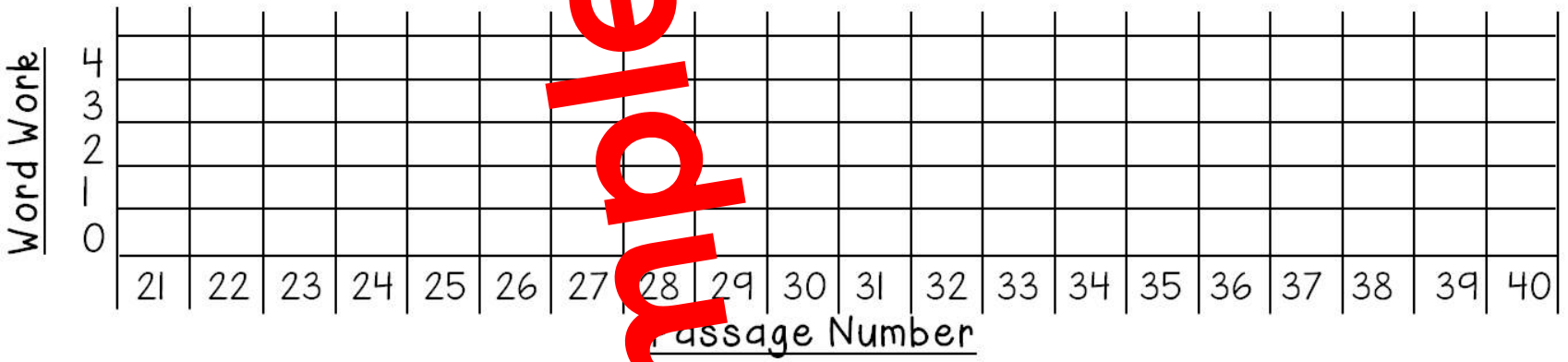
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	Word Work	Vocab

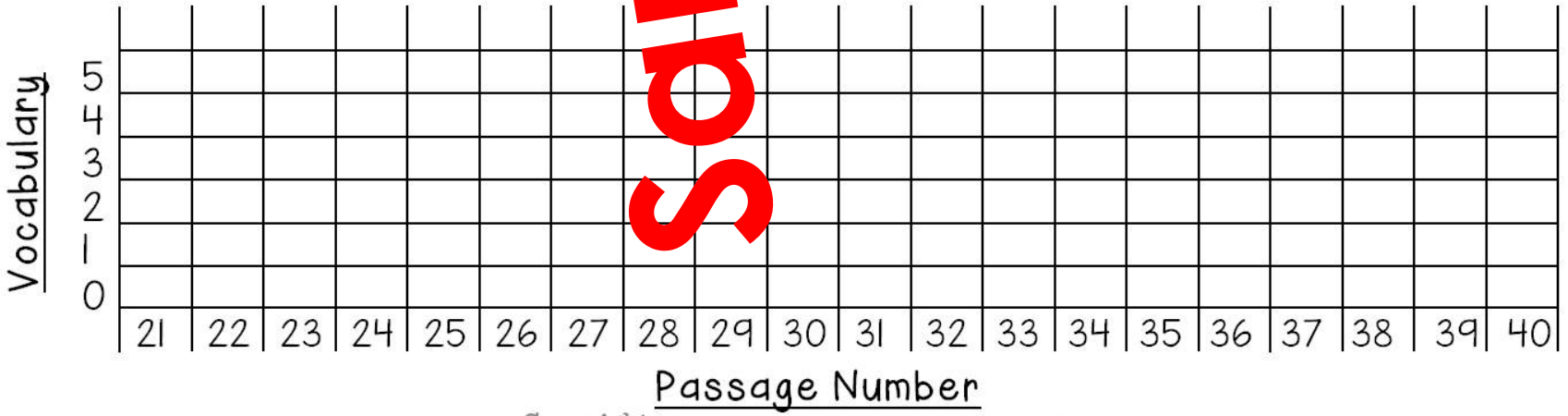
Sample

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.







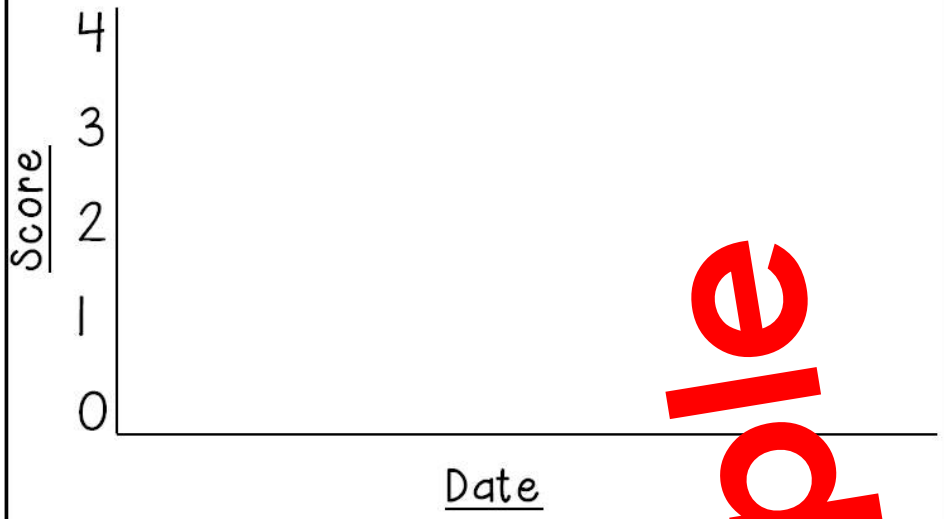
Sample

Copyright: Out of This World Literacy (Jen Bengel)

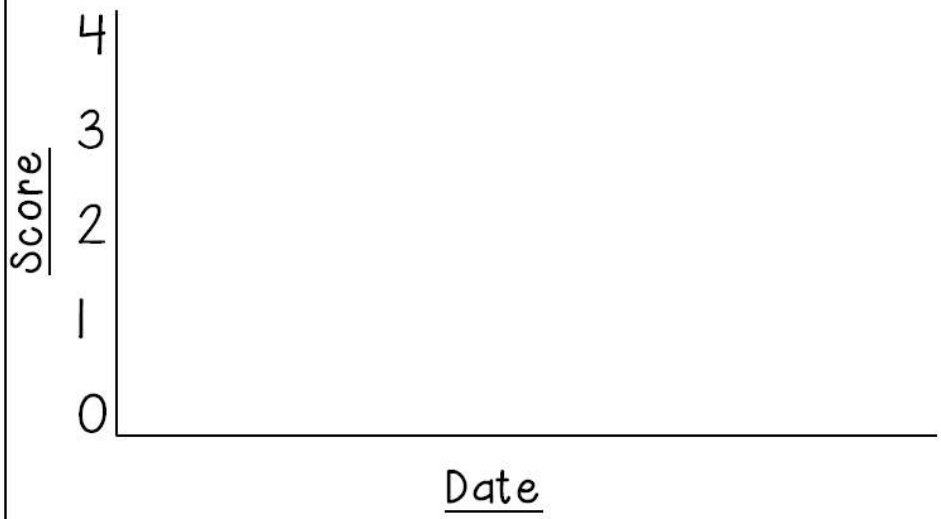
"Data Tracking"

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

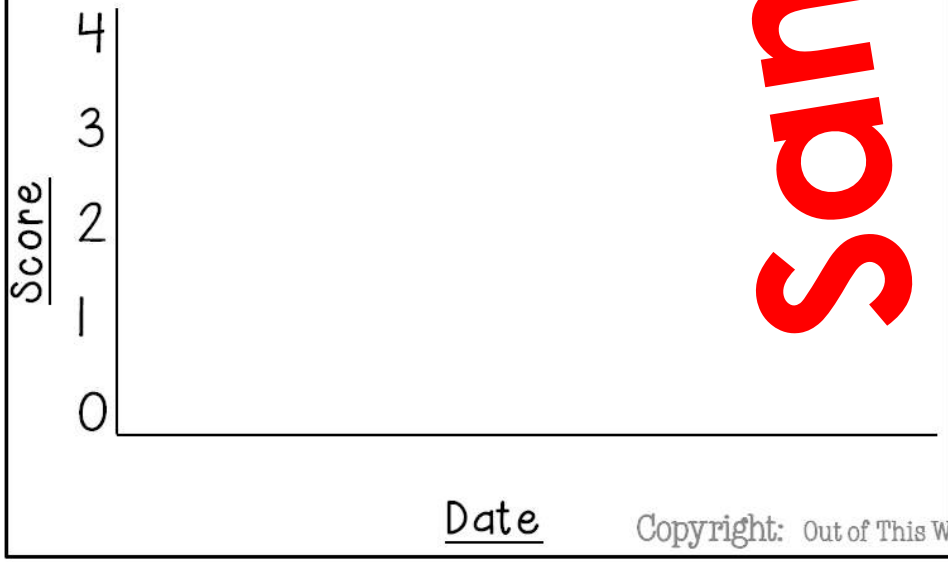
Rate and tone



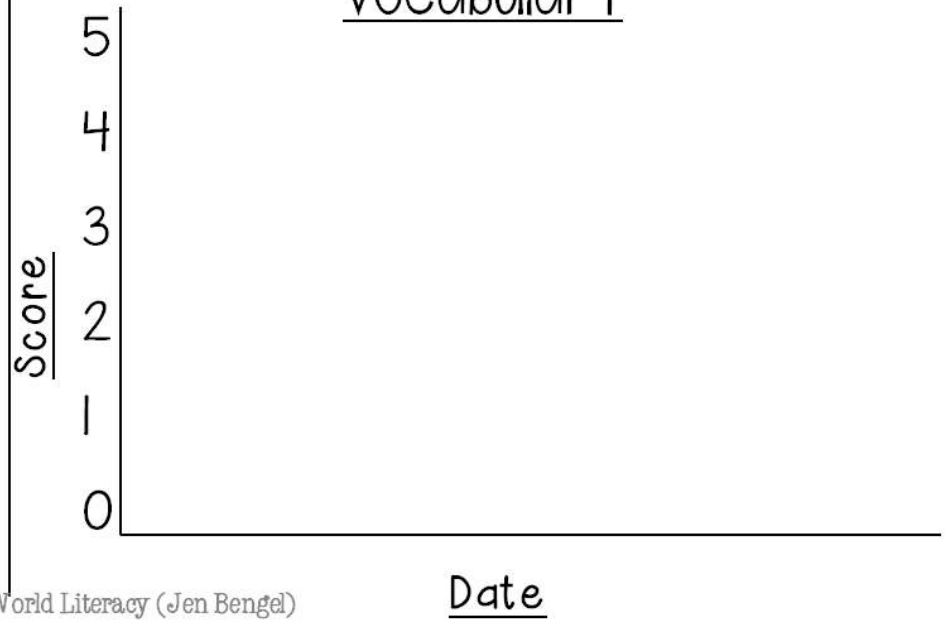
Comprehension



Word Work



Vocabulary



Sample

Copyright: Out of This World Literacy (Jen Bengel)

Answer Key

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

Sample