

Rationale:

I created this resource to display data from the research team that has been implementing The Reading Intervention Program in their classrooms and schools.

Included in this resource are:

- Data results from The Reading Intervention Program pilot team from two data collections.
- Common questions answered about the program.
- A reading level suggestion chart, matching reading levels with student's grade and abilities.
- A list of suggested ways to use the program

TO SEE THE PROGRAM CLICK THE IMAGE BELOW:

The collage includes the following components:

- "The Bad Dream" Story:** A story about Katie having a bad dream where she was crying. It includes comprehension questions like "What was the problem at the beginning of the story?" and "How did Katie feel when she woke up?".
- Vocabulary:** A worksheet where students color words based on their vowel sound (red for /a/, blue for /e/, green for /i/, orange for /u/). It also includes a word search for "Zzzzzz".
- Word Work:** A worksheet where students identify words with three letters and draw them.
- Comprehension Questions:** A section titled "Understand It!" with questions for each passage. Examples include "What do most kids think about bad dreams?", "What was the problem at the beginning of the story?", and "How did Katie feel when she woke up?".
- "OUR TASTY TASTE BUDS" Passage:** A passage about taste buds, followed by comprehension questions like "What does it mean when food or flavor is described as 'bitter'?" and "How many taste buds do we have in our mouth?".
- "I am so smart" Passage:** A passage about a mom saying her dad is smart. Comprehension questions include "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.".
- Graphs:** Two line graphs showing student scores from 21 to 40 across 40 passages. The first graph shows Comprehension scores, and the second shows Word Work scores.
- Reading Intervention PROGRAM: LEVELS A-Z:** A section with a large magnifying glass icon, containing the text "Copyright © 2016 Jen Bengel All rights reserved by author. Permission to copy for single classroom use only. Electronic distribution limited to single classroom use only. Not for public display."
- Other Worksheets:** Includes a "Vowel Chart" for words with three letters, a "Vocabulary" section with words like "incredible", "confused", "average", and "replaced", and a "Word Work" section with words like "normal" and "take over".
- Scoring Sheets:** A "Comprehension Score" sheet and a "Word Work Score" sheet, both with columns for "1 (Below Average)", "2 (At Grade)", "3 (Above Average)", and "4 (Above Average)".
- Out of This World Literacy Logo:** A cartoon character holding a globe with the text "Out of this world LITERACY JEN BENGEL".

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The Pilot Team:

WHO: 24 teachers from America, Canada, and the United Kingdom, including a homeschool parent.

WHAT: These teachers implemented The Reading Intervention Program in their classrooms. Some worked in a one-on-one setting. Others worked in small groups. While others still used the program with all their students.

WHEN: The team has been implementing the program since January 2016.

WHAT'S NEXT:

The pilot team will continue its research throughout the 2016-2017 school year. We will be collecting reading comprehension, fluency, and vocabulary data based on students scores from the Benchmark Assessment System three times throughout the year (beginning, middle, end).

Based on results from The Benchmark Assessment System, students will be placed in their instructional reading range and The Reading Intervention Program will be implemented on a daily basis. Long-term reading growth for each student will be measured each time The Benchmark Assessment System is administered. Daily reading growth will be measured through progress monitoring with The Reading Intervention Program.

The First Round of Data:

WHEN: March 2016, 3 months into implementation.

92% are more confident readers.

"Their confidence levels have shown a huge improvement since beginning the program. Since they have been making progress in the program, I believe this is helping them take risks and become more successful readers."

84% are reading more fluently

** With the remaining 16.7% reporting they were unsure as of yet.

92% of students are enjoying the passages.

** With the remaining 8.3% reporting they were unsure as of yet.

82% Have a deeper understanding of what they're reading

** With the remaining 18.2% reporting they were unsure as of yet.

The First Round of Data:

MORE DATA REPORTED FROM THE TEAM:

"All of my students have improved their DRA and STAR levels since starting this program."

"My students have improved on district SRI tests. I have seen a dramatic improvement during guided reading. They are comprehending much more and reading more fluently."

"The vocabulary really helps....I have seen my students grow in this area!"

"This tool raised 4 of my students' reading levels by one year in 3 months!"

"Used with my RTA summer group and had 4 out of 10 kids go from a level E to a P!"

The Second Round of Data:

WHEN: June 2016, 6 months into implementation.

HOW THE PROGRAM WAS USED (*from most popular to least*)

1. 1:1 setting
2. Small group
3. 1:1 with a special education student
4. Partners
5. Tier 2 intervention
6. I used the program with my Read to Succeed volunteer as well as 1 on 1 reading conferences. I also utilized it at home with my own son.

88.2% Are more confident readers

** With the remaining 11.8% reporting they were unsure as of yet.

88.4% Have become more fluent readers

** With the remaining 17.6% reporting they were unsure as of yet.

70.6% Have increased their comprehension

** With the 23.5% reporting they were unsure as of yet and only 5.9% reporting they did not see growth in comprehension.

The Second Round of Data:

MORE DATA REPORTED FROM THE TEAM:

- ** My students all improved their STAR reading GE scores, DRA levels, and Discovery Education ELA scores.
- ** Just did last aimsweb benchmark. All students but I have made gains. 2 of the students moved to into yellow and are approaching . 2 students are in green and met benchmark. These students attended school every ! Other student had over 6p absence. So there were no gains.
- ** Students are improving in vocabulary development.
- ** Student 1 AM: decreased in comprehension, but increased in fluency (typical for this child).
Student 2 PM: increased in comprehension and fluency
Student 3 HS: no change in comprehension, but increased in fluency
Student 4 AZ: ESL student, incredible growth in comprehension and fluency
- ** My student utilizing the E-K set improved his time each week by an average of 22 seconds, errors usually decreased by 50%. and self corrections by 1. He is not strong at self-correcting however. Weekly comprehension score averaged 12 for the first 4 weeks of use and averaged 14 for the last 4 weeks. My student utilizing the H-K set improved her time each week by an average of 16 seconds, errors decreased by 41%. and self corrections improved by 3. Weekly comprehension score averaged 15 for the first 4 weeks of use and averaged 18 for the last 4 weeks. Since my focus was on fluency and comprehension I did consistently administer or track word work and vocabulary. I am still compiling data on my son who is still doing the A-D set.

The Second Round of Data:

MORE DATA REPORTED FROM THE TEAM:

- ** One student grew 4 book levels since implementing the passages. Another grew 3. Their comprehension all around increased greatly!
- ** Increase in vocabulary knowledge and drawing conclusions is the most noticeable.
- ** I had five students who I worked with using this program to get their reading scores up. Four of the five grew four reading levels in just three short months! The fifth student only grew three reading levels but hey, I'll take it.
- ** I had students grow on average 4 reading levels throughout my time using the program. Students were also using Raz Kids online as intervention.
- ** What I found is that students increased their reading fluency each time they read one passage. I saw a slight increase in fresh read fluency with about half of my students.
- ** This program has been beneficial for my struggling students. They built confidence and improved their reading abilities.
- ** My intervention group has shown a huge improvement in fluency and comprehension.

The Second Round of Data:

MORE DATA REPORTED FROM THE TEAM:

** My favorite part of this program is that it gave my students a lot of practice orally answering questions and thinking about the stories. I feel like this greatly increased their comprehension scores on the DRA. I also like how the program is easy to implement. It made my small group reading planning so much easier to know that I was hitting all the skills I need (phonics, fluency, comprehension, vocabulary, and following directions) without little prep time or planning for me. I would definitely recommend the program to other teachers. I also really appreciate how you were willing to take our feedback (specifically the font changes for Levels A-D).

** It is a well made program that has passages of interest to my students. They are easy to understand and read, and the topics are always fun and sometimes goofy! They loved it.

** This program has helped my students grow their fluency skills greatly.

** I really liked working with the students and seeing them improve right in front of my eyes. The students really had low oral comprehension skills at the beginning and improved tremendously towards the end. The students were so eager to work hard on becoming more fluent also.

Reading Intervention: Suggested Teaching Levels

*** Match student's current grade with his/her reading level to find the intervention range needed.

	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	High School
More than 2 years below grade level				A-D	E-G	H-K	L-P	L-P	Q-T	Q-T
2 years below grade level		A-D	A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W
1 year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W	U-W
Half a year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	U-W	U-W	U-W
On Grade Level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	U-W	X-Z
Half a year above grade level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	U-W	X-Z
1 year above grade level	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z
2+ years above grade level	E-G	L-P	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z

COMMON QUESTIONS:

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 have a pilot team that will continue into the 2016-2017 school year. They are using the program in a variety of ways and reporting data to me. I will have the research results from the 2015-2016 school year available soon. 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.

COMMON QUESTIONS:

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.

Q: What reading program are you using for your levels?

A: I use 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.

COMMON QUESTIONS:

Q: How many of the passages are fiction? 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

COMMON QUESTIONS:

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.

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 STUDENT PAGE 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! ☺

COMMON QUESTIONS:

Q: HOW did YOU determine that the passages fit in 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 really great question. As I've said before, 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!

WAYS TO USE THE PROGRAM:

Below is just an example list of all the ways you can use the Reading Intervention Program. There are likely even many more ways that are not listed! ☺

- I. As a daily tier 2 reading intervention (as a small group of 3-4 students 1 year below reading grade level)
2. As a daily tier 3 intensive one-on-one reading intervention (most often with students 2+ years below reading grade level)
3. As a tier 2 ADVANCED intervention (as a small group of advanced, or gifted students who are above their grade's reading level)
4. In literacy centers for extra reading practice
5. In guided reading groups for a structured tier I program
6. Administered by aids or school volunteers either daily or a few times a week to small groups or one-on-one.
7. As homework practice on reading. As a way for kids to simply spend more time reading and thinking about their reading.
8. One passage due per week
9. In a literature circle, where students from the same reading level range read and discuss the passage
10. In a reading partner setting during reading workshop
- II. As a whole group, using the comprehension skills as mini lesson topics