

Reading Intervention

FREE

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	X-Z	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

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- COMMON QUESTIONS ANSWERED
- SUGGESTED USES
- AND MORE!

Rationale:

I created this resource to help teachers, principals, homeschool parents, and curriculum directors better understand the reading intervention program.

Included in this resource are:

- 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
- What people are saying about the program.
- Schedule for completing the program

TO SEE THE PROGRAM CLICK THE IMAGE BELOW:

The collage displays various components of the Reading Intervention Program:

- Reading Comprehension Worksheets:** Examples include "The Bad Dream", "Our Tasty Tost-E Bugs", "I am so smart", and "I am so smart" (repeated). These include text passages, comprehension questions, and student responses.
- Word Work Sheets:** Activities like "Color the words in the passage that match each category below" and "Copy the two bolded words from the text" are shown.
- Progress Monitoring Graphs:** Three line graphs showing scores for Comprehension, Word Work, and Self-Corrections over 40 passages. The graphs show an overall upward trend in scores.
- Testimonial Card:** A card titled "I am so smart" featuring a student's handwritten response to a reading passage, expressing their progress from not knowing words to reading independently.
- Additional Resources:** A "Understanding It!" worksheet with comprehension questions and a "Word Work" section with a score of 5/5.

Reading Intervention PROGRAM: LEVELS A-Z

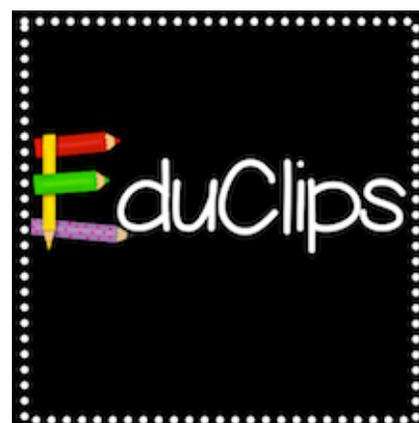
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2 years below grade level		A-D	A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W
1 year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W	U-W
Half a year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	U-W	U-W	U-W
On Grade Level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	U-W	X-Z
Half a year above grade level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	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! 😊

1. 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 1 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
11. As a whole group, using the comprehension skills as mini lesson topics

WHAT TEACHERS ARE SAYING:

"You have made my progress monitoring a million times easier. I know these are for RTI but these will be a great way for me to document growth/progress toward IEP goals for specific skills. Thank you times a million!!!!!"

"These have been a great tool in my special education classroom!"

"This is a great resource for progress monitoring. Thank you!"

"THANK YOU FOR THIS! I AM USING IT WITH MY SECOND GRADE INTERVENTION GROUP. THEY LOVE IT AND I LOVE THAT I CAN EASILY TRACK THEIR PROGRESS."

"I am using this as an intervention with one of my struggling third grade readers. I love that it is so easy to prep and use."

WHAT TEACHERS ARE SAYING:

"Such a great resource. I'm using it with 5 kids during centers. It perfect for 20 minutes. I also use it during my after school tutoring group. Using it with my 3/4 combo."

"Love. Makes my life so much easier and gain valuable insight into their reading"

"So far these are perfect! They are just what I need to fuel my small groups and saves me SO much time!"

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

"These are going to help so much with my tutoring group! Thank you for all the work you put into this"