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 E-G.

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 (5 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
- 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 (5 realistic fiction, 5 fantasy) with appropriate content and language for levels E-G.
- 2. 10 nonfiction reading passages (5 animals, 5 community helpers) with appropriate content and language for levels E-G.
- 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
- Targeted Word Work activities for each passage
- 7. 5 Bolded vocabulary in each passage, with space for students to define each word.
- Teacher/tutor comprehension, word work, and vocabulary instruction pages with space to collect data and additional comprehension questions for guided instruction.
- Progress monitoring pages for teachers/tutors to track student growth with fluency, comprehension, word work, and vocabulary.

*****Thank you so much to these amazing artists, whose work is found in this resource!!



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"Intervention by Grade Level"

The reading passages in this program are leveled at a first grade beginning of the year average reading level. They all fall within Fountas and Pinnell's levels E-G.

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

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

Grade 1: 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 2: Students reading and/or comprehending .5-1 year below grade level would benefit from this intervention.

Grade 3: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages in this intervention program.

	•		· · · · · · · · · · · · · · · · · · ·		
Pass. #	Tifle	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
I	Sam Loves School	II 5	I. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	I. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	I. tickle 2. coughed 3. downstairs 4. bringing 5. happy
2	My Liffle Sister Drools	1 19	I. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	I. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	I. drools 2. cute 3. sloppy 4. giggled 5. slime
3	My Messy Room	120	I. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	I. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	I. messy 2. bookshelf 3. clean 4. stubborn 5. bribed
4	It's Good to Share	103	I. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	I. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	I. together 2. friends 3. sharing 4. forgot 5. promised
5	You Are Not My Boss!	127	I. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	I. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	I. bossy 2. stared 3. bully 4. scream 5. again

		Γ		Т	ı
Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	My Caf Can Talk	121	I. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	I. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	I. special 2. shocked 3. whiskers 4. shy 5. excited
7	The Magic Rock	II 4	I. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	I. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	I. wished 2. sudden 3. surprised 4. recess 5. pouring
8	Caden's Lucky Snack	109	I. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	I. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	I. secret 2. handful 3. forgot 4. fastest 5. teased
q	A Secret Present	98	I. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	I. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	I. package 2. noticed 3. squeaking 4. ripped 5. guitar
Ю	My Three Wishes	II7	I. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	I. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	I. visit 2. grants 3. waved 4. poof 5. backyard

Pass. #	Tifle	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
II	How to Catch a Frog	122	I. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	I. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	I. catch 2. swamps 3. quiet 4. quickly 5. bucket
12	What Will You See at the Zoo?	106	I. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	I. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	I. probably 2. giant 3. biggest 4. fur 5. carry
13	Save the Sea Turtles	112	I. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	I. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	I. risk 2. bury 3. hatch 4. travel 5. block
14	Why Do Lions Roar?	III	I. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	I. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	I. roars 2. protect 3. sound 4. gently 5. softer
15	Facts About Dolphins	97	I. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	I. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	I. playful 2. breathe 3. friendly 4. groups 5. chirping

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Pass. #	Title	Wor d Coun f	Comprehension Skills	Word Work Skills	Vocabulary
16	The Crossing Guard	108	I. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	I. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	I. busy 2. adult 3. safely 4. guard 5. traffic
17	Going fo fhe Dentist	II 5	I. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	I. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	I. dentist 2. checkup 3. problems 4. relax 5. cavities
18	What Happens in a Barber Shop?	106	I. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	I. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	I. whiskers 2. shaved 3. barbers 4. job 5. become
Id	A Day in the Life of a Farmer	107	I. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	I. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	I. early 2. chores 3. pigpen 4. gathers 5. crops
20	Do You Want to be a Taxi Driver?	II2	I. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	I. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	I. important 2. quickest 3. load 4. luggage 5. collect

"Tips for Fluency"

Teacher Page

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. \checkmark

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?

Completed fluency teacher page

"The Three Levels of Gove	ernmen+" Teacher Page
Directions: Instruct student to read the following passage 3 times. the readings. Encourage the student to read smoothly (not too fast, ****Circle errors from the 1^{st} read in red , the 2^{nd} read in $blue$, and the with the same colors, put a $\sqrt{}$ next to any words the student set.	, or too slow). Write the 3 times below. e 3 rd read in <i>blaci</i> k.
There are three levels of government in the	United States. Each 11
level has its own jobs and leaders. The first	level is the local 24
government. The leader of the local level) is	called the mayor. 35
One of the main jobs of the government at t	his level is to protect 49
and serve the local community. That means t	he people who live 60
very close to you. The second level of gove	rnment is the state 72
level. The leader of this level is called the	overnor.)There are 84
many members of this government. One big	job they have is to 96
take care of all the public schools in the stat	e. The last level of 110
government is the federal level. The leader	of this evel is the 122
president. One of the major jobs of the gov	ernment at this level 134
is to protect our country. They manage all th	e United States 145
military who fight for our freedom every day.	153
1st Read: Time: 1:50 2nd Read: Time: 1:38	3rd Read: Time: 1:25
# of Errors: # of Errors:	# of Errors:5
# of SC: # of SC:	# of SC:
Rate & Tone: 2 3 4 Rate & Tone: 2 3 4 (Oncle One)	Rate & Tone: 1 2 3 4 (Circle One)
Overall Score: Rate & Tone: 8 /12 Time: 1:38 (Choose the middle time)	# of Errors: (Choose the middle score)
# of Self Corrections:	Bassas III
(Choose the middle score) Copyright: Out of This World Literacy	(Jen Bengel) Passage 14

3 running records on one page!

completed comprehension teacher page

Teacher Page

Understand It!

-	utudent(s) time to answ assage 3 times.	er the 4 comprehe	nsion questions on th	e student page	after reading	
	s student(s) through ur onses with the scale p		xt by asking the follow	ving questions.	Rate the	
(no resp	onse or incorrect)	2 (Partial)	3 (Satisfactory)	4 (Above Ave	raae)	
	s may look back in		,	•	-0-7	
Type of ?	Comprehension		Student Res		Rafings	
General	Tell me what you from the text	remember	government ho mayor, governo local, state, fe	r, president	4	
Descriptive Language	Which words fro are describing wo you know?		levels that ore parts. The different		3	
Finding Major Facts	What do you thinl important fact in do you think it's n	the text? Why	The President. I he is the big	Because 1gest	\Diamond	
Finding Minor Facts	Which of the fact important? Why was not that impo	do you think it	Telling about the community. I amount a community what a community	iredy Knaw	3	
Asking Questions	What questions do about the text? He try to answer the	low would you	what else do? President do?! Yead books a bout	es the Maybe,	4	
			comprehens		10 /20	
Word Work:	Rate the student's	s ability to ident	ify the 4 word wo	ork skills in t	ne passage:	
2 3 Word Work Score: (40% correct) (40-60% correct) (90-100% correct)						
Vocalulary: (Give one point for	each of the 5 v	ocabulary words	correctly de	efined:	
Passage 14				ary score:	5 /5	
CT	$\neg \Box \Box \Box$				LAN	

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

"The Three Levels of Government" There are three levels of government in the United States. Each level has its own jobs and leaders. The first level is the local government. The leader of the local level is called the mayor. One of the main jobs of the government at this level is to protect and serve the local community. That means the people who live very close to you. The second level of government is the state level. The leader of this level is called the governor. There are many members of this government. One big job they have is to take care of all the public schools in the state. The last level of government is the federal level. The leader of this level is the president. One of the major jobs of the government at this level is to protect our country. They manage all the United States military who fight for

freedom every day. WORD WORK Color the words in the VOCaPN10 passage that match each category below: what you k Descriptive language Pronouns Words with 3 or more syllables Action verbs 5 orange

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AVOIIOble it 5 formats!

Passage 14

understand It! Answer the following questions after reading:

- 1. Which word from the text is an adjective?
- a. leaders
- b. government
- c. members d. second
- 2. The biggest fact about government is...
- a. There are 3 levels
- b. local is most important
- c. local manages schools d. state controls military
- 3. One small fact from the text is...
- a. they all have the same jobs
- b. state level has a mayor c. the local leader is the mayor
- d. not every level has a leader
- 4. What does the state level control? a. the public schools the local community

COMPIC+Cd S+Uden+ Sample POGCS

Three Levels of Government

There are th**ree levels** of government in the United States. Each level has its own jobs and leaders. The first level is the local-government. The leader of the local level is called the mayor. One of the main jobs of the government at this level is to protect and serve the local community. That means the people who live very close to you. The second level of government is the state level. The leader of this level is called the governor. There are many members of this government. One big job they have is to take care of all the public schools in the state. The last level of government is the federal level. The leader of this level is the president. One of the major jobs of the government at this level is to protect our country. They manage all the United States military who fight for our freedom every day.

Understand It! Answer the following questions after reading:

- 1. Which word from the text is an adjective? a. leaders
- b. government
- c. members d. second
- government is... a. There are 3 levels
- b. local is most important
- c. local manages schools d. state controls military
- 2. The biggest fact about ! 3. One small fact from the text is... a. they all have the same

leader

- b. state level has a mayor c. the local leader is the
- c. the military mayor d. not every level has a

VOCabulary Copy the 5 bold words from the passage. Use context clues and what you

d. protect our country

4. What does the state

a. the public schools

b. the local community

level control?

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



Descriptive language Pronouns



Words with 3 or more syllables

corange Action verbs Passage 14

know to define each word

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Track Student data by Class...

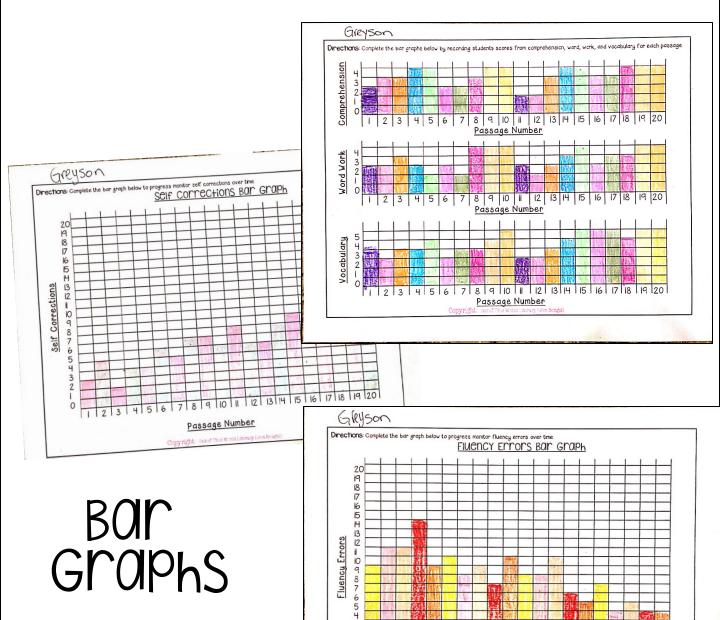
Pass. #	s: Record the overal	Date	Rafe	Time	# Errors	# SC	Comp	Word	Vo
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				\rightarrow	\rightarrow	\rightarrow			
					_	\rightarrow	_	-	
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"Data Tr	acki	n9"		
Student:	ion, word wo	- rk, and vo	ocabulary s	cores
DILECTION POSSES AND ADDRESS OF THE PROPERTY O	"	# 50	Comp.	WL

Pass.	Dafe	Rafe and Tone	Fluency Time	# Errors	# SC	Comp.	Work		
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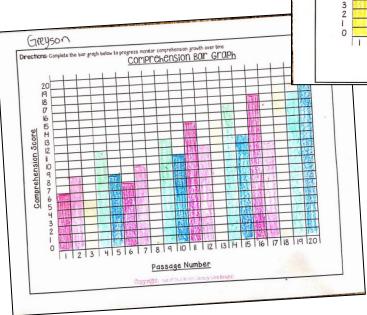
or individual Student

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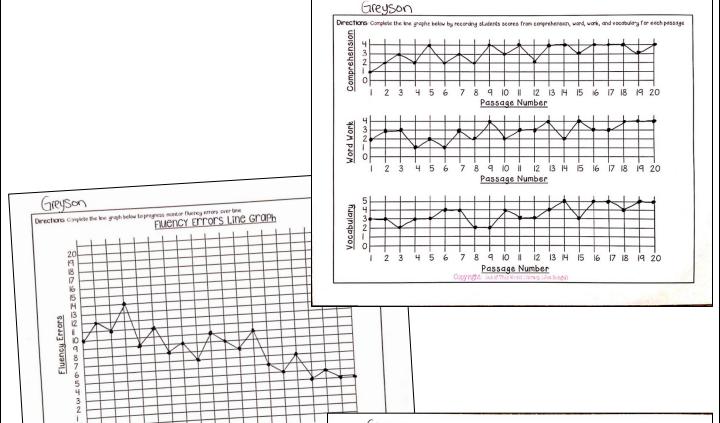
Fluency Errors

Bar Graphs



progress Monitoring!!

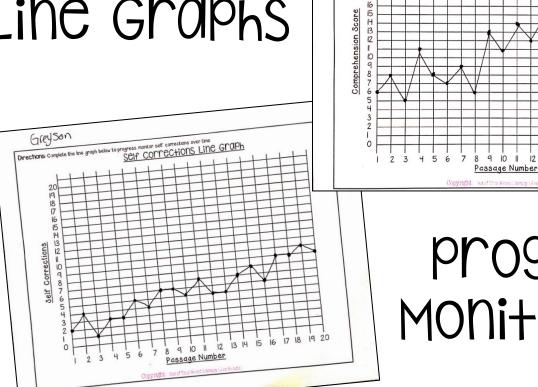
<u>Passage Number</u>



Greyson

Directions: Complete the line graph below to progress monitor comprehension growth over time $\underline{\text{COMPPEhension Line Graph}}$

Line Graphs



12

10 Passage Number

> progress Monitoring!!

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Section one: Teacher pages

 Print these running records and comprehension teacher pages front and back to create one page of progress monitoring data for each passage!

"Sam Loves Sch

00 "	Teacher Page

Name:	Date:	Week:
the readings. Encourage the stude ***Circle <u>errors</u> from the 1 st read	ead the following passage 3 times. Lo ent to read smoothly (not too fast, or in <i>red</i> , the 2 nd read in <i>blue</i> , and the 3 next to any words the student self	r too slow). Write the 3 times below. B rd read in <i>black</i> .
Sam loves school. He	e can't wait to go to sc	hool every day. 12
One day Sam woke u	ip with a tickle in his m	outh. He coughed. 25
The tickle did not go	away. He coughed ago	ain. The tickle 36
was still there. Sam	went downstairs to te	ll his mom. His 47
mom felt Sam's head	d. She told him he was	sick and he should 60
go back to bed. Sam	n was sad. He did not v	vant to miss 73
school. Today his tea	acher was bringing ice	cream to school. 83
Sam's mom said he d	could have ice cream at	thome. That 94
made Sam feel a litt	le better. The next da	y his tickle was 106
gone. Sam was happ	by to go back to school.	II 5
1st Read: Time:	2nd Read: Time:	Jr. Real: Time:
# of Errors:	# of Errors:	# of Errors:
# of SC:	# of SC:	# of SC:
Rate & Tone: 1 2 3 4 <i>(Circle One)</i>	Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)
Overall Score: Rate & Tone: _	/12 Time: (Choose the middle time)	# of Errors:
# of Self Corrections: (Choose the middle score)	opyright: Out of This World Literacy (J	Outside 1 Lovels E.C.

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underst	-and I+!					Teacher Page		
•	udent(s) time to a ssage 3 times.	nswer the 4 compre	hensio	n questions on th	ne student page	after reading		
· · · · · · · · · · · · · · · · · · ·	Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.							
(no respor	 nse or incorrect)	2 (Partial)	(3 (Satisfactory)	4 (Above Ave	rage)		
*** Students	may look back	k in the passage	for h	elp, but do no	t suggest.			
Type of ?		ehension stions		Student Resp	oonses	Ratings		
General	Tell me what you remember from the text							
Find Problem and Solution	What was the problem in the story? How did Sam's mom fix the problem?							
Infer Character Feelings	How do you think Sam felt when his mom gave him ice cream? How do you know?							
Find the main idea		biggest thing d in the story? know?						
Find Evidence	What are son story that tell sad?	ne clues in the you Sam is						
				comprehen	sion score:	/20		
Word Work: R	Rate the stude	nt's ability to ide	entify	the 4 word w	ork skills in t	he passage:		

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

Vocabulary score:

"MY Little Sister Drools"

[eac]	er	þ	196

		Detail			
Name: Directions: Instruct student to re the readings. Encourage the stude ***Circle errors from the 1st read *** With the same colors, put a	ent to read smooth in <i>red</i> , the 2 nd rea	nly (not too fast, or id in <i>blue</i> , and the 3	et student l too slow). rd read in <i>l</i>	know you will be ti Write the 3 times <i>black</i> .	•
My little sister drool	s. She just	turned one.	She d	lrools all	Ш
over her shirt. She o	drools all ov	er my mom.	She d	drools all	23
over the floor. I do	not like hold	ding her bec	ause sl	he drools	35
so much. Everyone t	hinks she is	so cute, bu	t not r	ne. I think	48
she is sloppy. One do	ay we were	at a store o	and she	e drooled	61
all over me. I screar	med, "Bella,	no!" She jus	st gigg	led. I was	73
so mad. I handed Be	ella to mom	, and started	d to cr	y. I had	86
baby slime on my bro	and new shi	irt. Mom did	d not lo	augh at me.	99
She felt so bad that	she bought	me a new s	shirt. I	can not	113
wait for Bella to stop	o drooling!				119
1st Read: Time:	2 nd Read: Tin	ne:	3rd Red	텔: Time:	
# of Errors:	# of Errors:		# of E	rrors:	
# of SC:	# of SC:		# of Si	C:	
Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: (Circle One)	1 2 3 4	Rate & (Circle C		3 4
Overall Score: Rate & Tone: _				ors:	
# of Self Corrections:(Choose the middle score)	· · ·	se the middle time) This World Literacy (Je		middle score) Passage 2: Lev	'els E-G

underst	-and I+!					Teacher Page
Step I: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.						
	student(s) throug nses with the sca	h understanding the le provided.	e text by a	asking the followi	ing questions.	Rate the
(no respor	 nse or incorrect)	2 (Partial)	(3	3 atisfactory)	4 (Above Aver	rage)
*** Students	*** Students may look back in the passage for help, but do not suggest.					
Type of ?		ehension stions	St	udent Respo	onses	Rafings
General	Tell me what remember fi	you rom the text				
Find Problem and Solution	What was the the story? He problem get	ow did the				
Infer Character Feelings	How do you narrator felt mom bought	when the				
Find the main idea		biggest thing d in the story? know?				
Find Evidence	What are son story that tell mad?	ne clues in the you Sam is				
				comprehensi	ion score:	/20
Word Work: F	Rate the stude	ent's ability to ide	entify t	he 4 word wo	rk skills in tl	ne passage:
	2	3		4	Word Wo	ork score:

(<40% correct) (40-60% correct) (60-80% correct) (90-100% correct) Give one point for each of the 5 vocabulary words correctly defined: Vocabulary:

VOCABUIARY SCORE:

"MY MCSSY ROOM"

Teacher	Page

Name:	Date:	Week:		
Directions: Instruct student to rethe readings. Encourage the student to readings. Encourage the student to reading the 1st	ead the following passage 3 times. Letent to read smoothly (not too fast, or in <i>red</i> , the 2 nd read in <i>blue</i> , and the 3 nd next to any words the student self of	t student know you will be timing too slow). Write the 3 times below.		
My name is Jackson.	I have a messy room.	My toys are all 13		
over the floor. My b	ooks are falling off my	bookshelf. My 24		
clothes are piled on -	the floor. I like my mes	ssy room, but my 37		
mom does not. She s	says I am living like a piç	g. My mom is 51		
always asking me to	clean my room. I nevel	want to. I tell 64		
her I know where ev	erything is. Sometimes	she gets mad at 75		
me. But I am stubbo	orn. I still will not clean	my room. Mom 88		
says my room smells	bad, but I like the sme	ll. One day she IOI		
bribed me. She pron	nised me candy if I clea	aned. So I did. 113		
The candy was grea	t! Everyone was happy.	120		
1st Read: Time:	2nd Read: Time:	3r4 Read: Time:		
# of Errors: # of Errors: # of Errors:				
# of SC: # of SC: # of SC:				
Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)		
Overवा Score: Rate & Tone: _		f of Errors:		
# of Self Corrections:(Choose the middle score)	(Choose the middle time) (Decede 2 Louis E.C.		

underst	-and I+!					Teacher Page
Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.						
	student(s) throug nses with the sca	h understanding the 1 le provided.	ext b	y asking the follo	wing questions.	Rate the
2 3 4 (no response or incorrect) (Partial) (Satisfactory) (Above Average)					rage)	
*** Students	*** Students may look back in the passage for help, but do not suggest.					
Type of ?	·	ehension estions		Student Resp	oonses	Ratings
General	Tell me what you remember from the text					
Find Problem and Solution	What was the story? How om fix the					
Infer Character Feelings		think Jackson mom gave him do you know?				
Find the main idea		biggest thing d in the story? know?				
Find Evidence		ne clues in fhe you Jackson is				
Comprehension Score:						
Word Work: Rate the student's ability to identify the 4 word work skills in the passage:						

(<40% correct) (40-60% correct) (60-80% correct) (90-100% correct)

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

VOCABUIARY SCORE: Passage 3: Levels E-G

Vocabulary:

"It'S GOOd to Sha

re"	Teacher Page
. •	

Name:	Date:	Week:		
the readings. Encourage the stude ***Circle <u>errors</u> from the 1 st read j	ad the following passage 3 times. Leant to read smoothly (not too fast, or in <i>red</i> , the 2 nd read in <i>blue</i> , and the 3 next to any words the student self	too slow). Write the 3 times be ^{3rd} read in <i>black</i> .		
Jonah loved to share	. Adam did not like to s	share. Jonah and	12	
Adam were in first g	grade together. They v	vere friends.	21	
Every day Jonah gav	e Adam a sticker, just	because. Jonah	31	
liked how sharing ma	de him feel. Adam forç	got his lunch one	42	
day. Jonah gave Add	am almost all his food.	Jonah was very	53	
hungry. But sharing with Adam made him happy. One day 63				
Jonah forgot his lunch. Adam did not share his food with 74				
Jonah. Jonah was so	ad. The teacher saw J	onah sad. She	84	
gave him all her food	. Adam felt bad then.	He said he was	97	
sorry. He promised ⁻	to share better.		103	
1st Real: Time:	2 nd Read: Time:	3rd Read: Time:		
# of Errors:	# of Errors:	# of Errors:		
# of SC: # of SC: # of SC:				
Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 (Circle One)	4	
Overवा। Score: Rate & Tone: _		# of Errors:		
# of Self Corrections:(Choose the middle score)	(Choose the middle time) Opyright: Out of This World Literacy (Je	Passago H Lovol	s E-G	

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underst	-and I+!					Teacher Page
Step I: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.						
-	student(s) throug nses with the sca	h understanding the le provided.	text bu	y asking the follo	wing questions.	Rate the
(no respoi	 nse or incorrect)	2 (Partial)	(3 (Satisfactory)	4 (Above Ave	rage)
*** Students	may look back	k in the passage	for he	elp, but do no:	t suggest.	
Type of ?	1	ehension stions		Student Resp	oonses	Ratings
General	Tell me what remember fi	you rom the text				
Find Problem and Solution	What was the the story? H problem get	ow the				
Infer Character Feelings	How do you when Adam share with hir					
Find the main idea		biggest thing d in the story? know?				
Find Evidence	What are son story that tell loved to shar	•				
				comprehen	sion score:	/20
Word Work: F	Rate the stude	ent's ability to ide	entify	the 4 word w	ork skills in t	he passage:
	2	2		Ц	Word W	ork score:

(<40% correct) (40-60% correct) (60-80% correct) (90-100% correct)

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

VOCABUIARY SCORE: Passage 4: Levels E-G Copyright: Out of This World Literacy (Jen Bengel)

"YOU	J Are no+ my B	OSS!"	Page
Name:	Date:	Week:	
the readings. Encourage the stude ***Circle <u>errors</u> from the 1 st read	ead the following passage 3 times. Le ent to read smoothly (not too fast, or in <i>red</i> , the 2 nd read in <i>blue</i> , and the 3 next to any words the student self	too slow). Write the 3 times be ^{3rd} read in <i>black</i> .	_
Matilda is bossy. She	e tells everyone in scho	ol what to do.	
One day she told me	to pick up her paper.	'You are not my 2	25
boss," I said. She sto	ared at me with a mea	n look on her 3	38
face. Matilda was a	bully too. She was med	an until she got	50
her way. But I was	not going to let her tell	me what to do.	65
She told me again to	pick up her paper. I s	till said no. She	79
said, "Ethan, if you d	o not pick up my paper	r, I will scream."	72
I was not scared. I	still said no. Matilda's	face turned red, IC)4
but she did not scre	am. It felt good to sta	nd up to the $$ $$ $$	17
bossy Matilda. She r	never told me what to d	do again. 12	27
1st Read: Time:	2 nd Read: Time:	3rd Read: Time:	
# of Errors:	# of Errors:	# of Errors:	
# of SC:	# of SC:	# of SC:	
Rate & Tone: 1 2 3 4 <i>(Circle One)</i>	Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 2 3 (Circle One)	4

of Self Corrections: (Choose the middle score) Copyright: Out of This World Literacy (Jen Bengel)

Time: _

(Choose the middle time)

Overall Score: Rate & Tone: _____/12

of Errors: _

(Choose the middle score)

Passage 5: Levels E-G

underst	-and I+!					Teacher Page
Step I: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.						
•	student(s) throug nses with the sca	h understanding the le provided.	text bu	y asking the follo	wing questions.	Rate the
(no respor	 nse or incorrect)	2 (Partial)	(3 (Satisfactory)	4 (Above Avei	rage)
*** Students	may look back	in the passage	for h	elp, but do no	t suggest.	
Type of ?	· •	ehension stions		Student Resp	oonses	Rafings
General	Tell me what remember fr	you rom the text				
Find Problem and Solution	What was the the story? He fix the proble	ow did Ethan				
Infer Character Feelings	How do you felt when Eth what she aske	an did not do				
Find the main idea		biggest thing d in the story? know?				
Find Evidence		ne clues in the you Ethan was 'Matilda?				
Comprehension Score:						
Word Work: Rate the student's ability to identify the 4 word work skills in the passage:						

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

VOCABUIANY SCONE:

"MY COH CON TOIK"

Teacher	Page

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 cat is named Zoe. She is a very special cat because she 13 can talk! I did not even know Zoe could talk until one day 26 when I was in the kitchen. I went to grab a pan on the 40 stove. I did not know it was very hot. Zoe yelled, "STOP, do 53 NOT touch that!" I was shocked. I turned around to look at 65 my cat. She just smiled with her whiskers up in the air. 78 "Zoe, you can talk?" I asked. Zoe looked shy. Then she said, 90 "yes, but I was too scared to tell you." I told her that I was 105 so excited she could talk. After that day Zoe never stopped 115 talking. Now she is my best friend! 122 1st Read: Time:			•		
the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.***Circle errors from the 1th read in red, the 2th read in blue, and the 3th read in black.****With the same colors, put a \(\sim \) next to any words the student self corrects (SC). My cat is named Zoe. She is a very special cat because she 13 can talk! I did not even know Zoe could talk until one day 26 when I was in the kitchen. I went to grab a pan on the 40 stove. I did not know it was very hot. Zoe yelled, "STOP, do 53 NOT touch that!" I was shocked. I turned around to look at 65 my cat. She just smiled with her whiskers up in the air. 78 "Zoe, you can talk?" I asked. Zoe looked shy. Then she said, 90 "yes, but I was too scared to tell you." I told her that I was 105 so excited she could talk. After that day Zoe never stopped 115 talking. Now she is my best friend! 122 1st Read: Time: # of Errors: # of SC: # of S	Name:	Date:	Week:		
can talk! I did not even know Zoe could talk until one day 26 when I was in the kitchen. I went to grab a pan on the 40 stove. I did not know it was very hot. Zoe yelled, "STOP, do 53 NOT touch that!" I was shocked. I turned around to look at 65 my cat. She just smiled with her whiskers up in the air. 78 "Zoe, you can talk?" I asked. Zoe looked shy. Then she said, 90 "yes, but I was too scared to tell you." I told her that I was 105 so excited she could talk. After that day Zoe never stopped II5 talking. Now she is my best friend! 122 14: Requi: Time: # of Errors: # of SC: # of SC: Rate & Tone: I 2 3 4 Rate & Tone: I 2 3 4 Rate & Tone: I 2 3 4 Carcle One) 15: Chaose the middle score! # of Self Corrections: # Of Self Correctio	the readings. Encourage the stude ***Circle <u>errors</u> from the 1 st read	ent to read smoothly (not too fast, or in the second in the 3 rd read in <i>blue</i> , and the 3 rd	too slow). Write the 3 times I ^d read in <i>black</i> .	•	
when I was in the kitchen. I went to grab a pan on the 40 stove. I did not know it was very hot. Zoe yelled, "STOP, do 53 NOT touch that!" I was shocked. I turned around to look at 65 my cat. She just smiled with her whiskers up in the air. 78 "Zoe, you can talk?" I asked. Zoe looked shy. Then she said, 90 "yes, but I was too scared to tell you." I told her that I was 105 so excited she could talk. After that day Zoe never stopped 115 talking. Now she is my best friend! 122 154 Real: Time: # of Errors: # of Errors: # of SC: # of S	My cat is named Zoe	e. She is a very special o	cat because she	13	
stove. I did not know it was very hot. Zoe yelled, "STOP, do 53 NOT touch that!" I was shocked. I turned around to look at 65 my cat. She just smiled with her whiskers up in the air. 78 "Zoe, you can talk?" I asked. Zoe looked shy. Then she said, 90 "yes, but I was too scared to tell you." I told her that I was 105 so excited she could talk. After that day Zoe never stopped 115 talking. Now she is my best friend! 122 1st Req!: Time: # of Errors: # of Errors: # of Errors: # of SC:	can talk! I did not even know Zoe could talk until one day 20				
NOT touch that!" I was shocked. I turned around to look at 65 my cat. She just smiled with her whiskers up in the air. 78 "Zoe, you can talk?" I asked. Zoe looked shy. Then she said, 90 "yes, but I was too scared to tell you." I told her that I was 105 so excited she could talk. After that day Zoe never stopped 115 talking. Now she is my best friend! 122 156 Read: Time: # of Errors: # of Errors: # of SC: # of Science (Circle One) 123	when I was in the kitchen. I went to grab a pan on the $+6$				
my cat. She just smiled with her whiskers up in the air. 78 "Zoe, you can talk?" I asked. Zoe looked shy. Then she said, 90 "yes, but I was too scared to tell you." I told her that I was 105 so excited she could talk. After that day Zoe never stopped 115 talking. Now she is my best friend! 122 1st Read: Time: # of Errors: # of Errors: # of SC:	stove. I did not knov	v it was very hot. Zoe	yelled, "STOP, do	53	
"Zoe, you can talk?" I asked. Zoe looked shy. Then she said, 90 "yes, but I was too scared to tell you." I told her that I was 105 so excited she could talk. After that day Zoe never stopped 115 talking. Now she is my best friend! 122 1st Req.: Time: # of Errors: # of Errors: # of SC: # of Scipped Score: Rate & Tone: / 12	NOT touch that!" I v	vas shocked. I turned o	around to look at	65	
"yes, but I was too scared to tell you." I told her that I was 105 so excited she could talk. After that day Zoe never stopped 115 talking. Now she is my best friend! 122 1st Read: Time: Znd Read: Time: # of Errors: # of Errors: # of SC: # of	my cat. She just smi	led with her whiskers up	o in the air.	78	
so excited she could talk. After that day Zoe never stopped 115 talking. Now she is my best friend! 1st Read: Time: Znd Read: Time: 3nd Read: Time: # of Errors: # of Errors: # of Errors: # of SC:	"Zoe, you can talk?"	I asked. Zoe looked shy	. Then she said,	90	
1st Read: Time: Image:	"yes, but I was too s	scared to tell you." I to	ld her that I was	105	
1st Read: Time: 2nd Read: Time: 3nd Read: Time: # of Errors: # of Errors: # of Errors: # of SC: # of Errors: (Circle One) 0verall Score: Rate & Tone: # of Errors: (Choose the middle time) # of Errors: (Choose the middle score) # of Self Corrections: # of Self Corrections: Errors: Choose the middle score)	so excited she could	talk. After that day Zo	be never stopped	II5	
# of Errors: # of Errors: # of Errors: # of SC: # of Errors: # of Errors: # of Errors: # of Self Corrections: # of Self Co	talking. Now she is m	ny best friend!		122	
# of SC: # of SC: # of SC: # of SC: Rate & Tone: 2 3 4 Rate & Tone: 2 3 4 (Circle One) (Circle One) (Circle One) (Circle One) # of Errors: (Choose the middle time) (Choose the middle score)	1st Read: Time:	2 nd Read: Time:	3rd Read: Time:		
Rate & Tone: 2 3 4 Rate & Tone: 2 3 4 Rate & Tone: 2 3 4 (Circle One)	# of Errors:	# of Errors:	# of Errors:		
(Circle One) (Circle One) (Circle One) (Circle One) (Circle One) (Circle One) # of Errors: (Choose the middle time) (Choose the middle score)	# of SC:	# of SC:	# of SC:		
# of Self Corrections:	Rate & Tone: 2 3 4 <i>(Circle One)</i>			3 4	
# of Self Corrections:	Overall Score: Rate & Tone: _				
	(Chanse the middle scare)		Paccaso / Love	els E-G	

under	S+and I+!					Teacher Page
•	e student(s) time to a passage 3 times.	nswer the 4 com	prehensio	n questions on th	e student page	after reading
	ide student(s) through	_	he text b	y asking the follow	ving questions.	Rate the
(no res	 sponse or incorrect)	2 (Partial)		3 (Satisfactory)	4 (Above Aver	rage)
*** Studen	its may look back	in the passag	ge for h	nelp, but do not	suggest.	
Type of ?	Compreh Questi		5	Student Respo	onses	Rafings
General	Tell me what you from the text	u remember				
Identify Real vs. Fantasy	What is one thing story that can not real life? How do	happen in				
Form Opinions	How would you f had a cat that cou would you feel th	uld falk? Why				
Sequence of Events	What happened Zoe talked for th	•				
Find Describing Words	What do you thir means? How do					
				comprehens	sion score:	/20
Word Work:	Rate the stude	nt's ability to	identify	the 4 word w	ork skills in th	ne passage:
 (<40% corre	2 ect) (40-60% corre	3 ct) (60-80% cor	rrect) (4 90-100% correct)	Word Wo	ork score:
Vocalulary:	Give one point f	or each of th	ne 5 voc	abulary words	correctly de	:Fined:

Passage 6: Levels E-G Copyright: Out of This World Literacy (Jen Bengel)

VOCABUIARY SCORE:

"The Magic Rock"

Teac	her	Pag	e

Name:	Date:	Week:	
Directions: Instruct student to re the readings. Encourage the stude ***Circle <u>errors</u> from the 1 st read	ead the following passage 3 times. Le ent to read smoothly (not too fast, or in <i>red</i> , the 2 nd read in <i>blue</i> , and the 3 next to any words the student self o	t student know you will be timing too slow). Write the 3 times be rd read in <i>black</i> .	•
One day Katie was wo	alking to school when she	e saw a purple	12
rock. The rock was s	smooth and it looked spe	cial. Katie picked	23
it up and put it in her	pocket. At lunch she ru	bbed the rock.	37
She wished for pizza.	All of a sudden there w	vas hot pizza on	50
her plate! Katie was	surprised. At recess she	e rubbed the rock	61
again. This time she	wished for a big rain sto	rm to come. Right	74
away the clouds came	e. The rain started pour	ring down on Katie	85
and her friends. Kati	e knew she had a magic	rock. She spent	97
the rest of the day t	hinking of what she wou	ld wish for next.	IIO
She was so excited!			114
1st Read: Time:	2 ^{n.J} Read: Time:	Jrd Read: Time:	
# of Errors:	# of Errors:	# of Errors:	
# of SC:	# of SC:	# of SC:	
Rate & Tone: 2 3 4 (Circle One)	Rate & Tone: 2 3 4 (Circle One)	Rate & Tone: 1 2 3 (Circle One)	4
Overall Score: Rate & Tone: _		# of Errors:	
# of Self Corrections:(Choose the middle score)	(Choose the middle time) (————————————————————————————————————	Passago 7 Lovel	s E-G

under	S+and I+!					Teacher Page
•	e student(s) time to a passage 3 times.	nswer the 4 com	prehension	n questions on the	e student page	after reading
-	ide student(s) throug sponses with the sca	-	he text by	y asking the follow	ing questions.	Rate the
(no res	 sponse or incorrect)	2 (Partial)	(3 (Satisfactory)	4 (Above Aver	age)
*** Studer	nts may look back	k in the passag	ge for he	elp, but do not	suggest.	
Type of?	Compreh Questi		S	tudent Respo	nses	Ratings
General	Tell me what you from the text	u remember				
Identify Real vs. Fantasy	What is one thing story that can no real life? How do	t happen in				
Form Opinions	How would you f found a magic ro would you feel th	ock? Why				
Sequence of Events	What happened Katie wished for	•				
Find Describing Words	What do you thin means? How do	<u> </u>				
				comprehens	ion score:	/20
Word Work:	Rate the stude	nt's ability to	identify	the 4 word wo		
 (<40% corr	2 ect) (40-60% corre	3 ct) (60-80% con	rrect) (9	4 10-100% correct)	Word Wo	ork score:
1 local ularu.	Give one point f	for each of th	ne 5 voca	ahulary words	correctly de	fined:

VOCABUIANY SCONE: Passage 7: Levels E-G

"Caden's Lucky Snack"

Teacher	Page

Colde	MIS LOOKI .	31101011		
Name:	Do	ate:	_ Week:	
Directions: Instruct student to rethe readings. Encourage the stude ****Circle errors from the 1^{st} read **** With the same colors, put a \checkmark	ent to read smoothly (not t in <i>red</i> , the 2 nd read in <i>blue</i>	oo fast, or too slow). s, and the 3 rd read in	Write the 3 times below black	
Caden can run really	fast. He is muc	h faster thar	all the	3
kids in his school. He	runs as fast as	a cheetah. B	ut Caden 2	26
does not always run	that fast. He ho	as a secret th	nat makes 3	89
him go fast. He eats	a handful of luc	ky peanuts t	o make him	51
run fast. The peanu	ts have special p	owers. Only	Caden and (61
his mom know about	his lucky peanut	s. One day C	Gaden .	71
forgot to eat his luck	cy peanuts befor	e school. He	was not 8	32
the fastest runner tl	nat day. He was	the slowest.	His C	12
friends teased him.	Caden was sad.	He never for	got to eat 10	3
a handful of lucky pe	eanuts ever agai	n!	Ю	9
1st Read: Time:	2 nd Read: Time:	Jrl Rec	14: Time:	_
# of Errors:	# of Errors:	# of E	rrors:	
# of SC:	# of SC:	# of S	C:	
Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 (Circle One)	3 4 Rate & (Circle C	Tone: 1 2 3 Ine)	4
Overवा Score: Rate & Tone: _			ors:	
# of Self Corrections: (Choose the middle score)	(Choose the mide	, ,	middle score) Passage 8: Levels	F_G
(opyright: Out of This World	Literacy (Jen Bengel)	1 ussuge 0. Levels	L-U

under	Stand It!					Teacher Page
•	e student(s) time to a passage 3 times.	nswer the 4 compre	chension que	estions on the	student page	after reading
	ide student(s) throug sponses with the sca	_	text by ask	ing the follow	ing questions.	Rate the
(no res	 sponse or incorrect)	2 (Partial)	(Satis	3 sfactory)	4 (Above Aver	age)
*** Studen	nts may look back	in the passage	for help, l	but do not	suggest.	
Type of ?	Comprehensi	on Questions	Stuc	dent Respo	onses	Rafings
General	Tell me what you from the text	u remember				
Identify Real vs. Fantasy	What is one thing that can not happ How do you know	en in real life?				
Form Opinions	What kind of spe would you want a give you? Why?	*				
Sequence of Events	What happened Caden's friends	•				
Find Describing Words	What do you thin means? How do	· ·				
			СО	mprehens	ion score:	/20_
Word Work:	Rate the stude	nt's ability to ide	entify the	4 word wo	rk skills in th	ne passage:
 (<40% corre	2 ect) (40-60% corre	3 ct) (60-80% corre	ct) (90-10	4 0% correct)	word wo	ork score: /4
Vocalulary:	Give one point f	for each of the	5 vocabul	ary words (correctly de	fined:
				VOCAPNIO	Iry score:	/5

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Passage 8: Levels E-G

"A	secr	iet pres	sen+"		Teacher Page
Name:		Date: _		Week:	
Directions: Instruct student to rethe readings. Encourage the students are Circle errors from the 1^{st} readings. With the same colors, put a \checkmark	ent to read s in <i>red</i> , the 2 ^r	moothly (not too fa nd read in <i>blue</i> , and	st, or too slow) the 3 rd read in	. Write the 3 <i>black</i> .	•
Today is Sadie's birt	hday. Sł	ne is seven y	vears old.	Her	10
grandma lives far av	vay. Eve	ry year she	sends a	special	20
package for Sadie's	birthday	v. Sadie coul	d not wa	it to ope	en 30
her present from gr	andma.	Just as she	was abo	ut to op	en 42
it, she noticed the bo	x was m	noving. Ther	she hear	rd some	52
squeaking inside the	box. Sa	die laughed.	What co	ould be	61
inside? She ripped t	he box c	pen. Inside	were tw	o chipmi	unks. 7 1
One had a guitar. W	hen the	box opened	, the chip	munks	81
started singing and c	lancing.	They sang h	nappy bir	thday to	90
Sadie. Everyone lauç	ghed. It	was the be	st presen	+!	98
1st Read: Time:	2 nd Read:] Time:	_ Jrd Re	बर्यः Time:	
# of Errors:	# of Err	ors:	_ # of E	errors:	
# of SC:	# of SC:		# of 9	SC:	
Rate & Tone: 1 2 3 4 (Circle One)	Rate & T (Circle One	one: 1 2 3	4 Rate & (Circle)		2 3 4
Overall Score: Rate & Tone: _		Time:		rors:	
# of Self Corrections:	· · · · · · · · · · · · · · · · · · ·	Choose the middle time	e) (Choose the	e middle score)	

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(Choose the middle score)

Passage 9: Levels E-G

under	Stand It!					Teacher Page
•	e student(s) time to a passage 3 times.	nswer the 4 comprehe	ension qu	estions on the	e student page	after reading
	ide student(s) throug sponses with the sca	h understanding the te le provided.	ext by ask	ing the follow	ving questions.	Rate the
(no res	 sponse or incorrect)	2 (Partial)	(Sati	3 isfactory)	4 (Above Aver	rage)
*** Studer	nts may look back	k in the passage fo	or help, i	but do not	suggest.	
Type of ?	Comprehens	tion Questions	Stu	ıdent Resp	oonses	Rafings
General	Tell me what you from the text	u remember				
Identify Real vs. Fantasy	What is one thing that can not happ How do you kno	en in real life?				
Form Opinions	How would you f singing chipmunk you feel that way	s? Why would				
Sequence of Events	What happened ripped open the	right after Sadie box?				
Find Describing Words	What do you thin means? How do	*				
			CC	omprehens	ion score:	/20
Word Work:	Rate the stude	nt's ability to iden	tify the	e 4 word wo	ork skills in th	ne passage:
 <40% corr	2 ect) (40-60% corre	3 ect) (60-80% correct)	(90-10	4 10% correct)	Word Wo	ork score:
Vocalulary:	Give one point f	For each of the 5	vocabul	ary words	correctly de	:Fined:
				VOCAHMO	ary score:	/5

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Passage 9: Levels E-G

"MY Three Wishes"

eacher	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 1^{st} read in <i>red</i> , the 2^{nd} read in <i>blue</i> , and the 3^{nd} read in <i>black</i> . *** With the same colors, put a $\sqrt{}$ next to any words the student self corrects (SC).					
I have a fairy grand	ma named Rose. Every	year she comes			
to visit me in the sur	nmer. She grants me th	nree wishes each 23			
year. I can wish for	whatever I want. She	is the nicest 35			
fairy grandma ever!	Last year I wished for	a puppy, a new 47			
bike, and a giant box	of candy. She waved h	er magic wand 5^{c}			
and poof! I had all t	-hree things. I named n	ny puppy Max. 71			
This year I am going to wish for another puppy. I love 83					
puppies. I am also g	oing to wish for more v	ideo games. My 9 5			
last wish is going to l	oe for a pool in our bac	kyard. I cannot 10 0			
wait to teach my pu	ppies how to swim!	117			
1st Read: Time:	2nd Read: Time:	3rd Read: Time:			
# of Errors:	# of Errors:	# of Errors:			
# of SC:	# of SC:	# of SC:			
Rate & Tone: 1 2 3 4 <i>(Circle One)</i>	Rate & Tone: 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)			
Overall Score: Rate & Tone: _		of Errors:			
# of Self Corrections: (Choose the middle score)	(Choose the middle time) (Copyright: Out of This World Literacy (Jen	Orecado 10 Lovole E			

under	Stand It!				Teacher Page			
Step I: 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. Pate the responses with the scale provided.								
 (no response or incorrect)		2 (Partial)	3 (Satisfactory)	4 (Above Aver	rage)			
*** Students may look back in the passage for help, but do not suggest.								
Type of?	Comprehension Questions		Student Responses		Rafings			
General	Tell me what you the text	u remember from						
Identify Real vs. Fantasy		from the story that n real life? How do						
Form Opinions	'	wish for if you had a Why would you wish nings?						
Sequence of Events	What happened named her pupp	_						
Find Describing Words	What do you thin How do you kno	nk nicest means? ow?						
			comprehens	sion score:	/20			
Word Work: Rate the student's ability to identify the 4 word work skills in the passage:								
 (<40% corr	2 ect) (40-60% corre	2 3 4 WORD WORK SCORE t) (40-60% correct) (60-80% correct) (90-100% correct)						
Vocalulary: Give one point for each of the 5 vocabulary words correctly defined:								

Passage 10: Levels E-G Copyright: Out of This World Literacy (Jen Bengel)

VOCABUIATY SCORE:

"HOLL +O CO+Ch O Froo"

eac	her	Pag	je

Name:	N TO CUT	Date:		week:			
Directions: Instruct student to rethe readings. Encourage the student *** Circle errors from the 1^{st} reader*** With the same colors, put a	ent to read smoothly (in <i>red</i> , the 2 nd read in	age 3 times. Let not too fast, or t <i>blue</i> , and the 3 rd	student kno soo slow). Wi read in <i>bla</i>	ow you will be tin rite the 3 times ck.			
Some people love to	catch frogs.	The first -	thing yo	u need to	12		
do is find frogs. The	ey live in pond	s or swam	ps. You	can find	25		
frogs in muddy spots by logs. They may be sitting in the							
sun. Use a net to catch a frog. Once you see a frog, be							
very quiet and sneak up to it. Get your net ready. When							
you are close, quickly cover the frog with the net. You have							
to be fast or the frog will jump away! Move the frog from							
the net into a bucket. Make sure the bucket is tall enough so							
the frog does not jump out. If you keep the frog, be sure							
to take good care of it at home!							
1st Read: Time:	2nd Read: Time:		J rd Read:	Time:			
# of Errors:	# of Errors: # of Errors:						
# of SC:	# of SC: # of SC:						
Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: (Circle One)	2 3 4	Rate & To (Circle One)	one: 1 2 :)	3 4		
Overall Score: Rate & Tone: # 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 11: Levels E-(

unders.	tand It!					Teacher Page
Step I: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.						
	e student(s) throug onses with the sca	h understanding the tex le provided.	t by ask	ing the follow	ing questions.	Rate the
(no respo	 onse or incorrect)	2 (Partial)	(Satis	3 sfactory)	4 (Above Aver	rage)
*** Students may look back in the passage for help, but do not suggest.						
Type of ?	Compreher	nsion Questions	Stu	ıdent Resp	oonses	Rafings
General	Tell me what y from the text.	ou remember 				
Find Facts in the Beginning	What is the fir- writes about in	st fact the author n the text?				
Solve New Words	What does 'mu do you know?	uddy' mean? How				
Describe Setting	What is the set How do you k	ting of the text? now?				
Author's Purpose	Why do you the wrote this text	nink the author ?				
Comprehension Score: /20						
Word Work: Rate the student's ability to identify the 4 word work skills in the passage:						
2 3 4 Word Work Score: (<40% correct) (40-60% correct) (60-80% correct) (90-100% correct)						
Vocalulary:	Give one point f	for each of the 5 v	ocabulo	ary words	correctly de	efined:
VOCABUIARY SCORE:						

Passage 11: Levels E-G

"WhOH Will	YOU SEE OH THE	ZOO?" Teacher Page			
Name:	Date:	Week:			
the readings. Encourage the stude ***Circle <u>errors</u> from the 1 st read	ead the following passage 3 times. Lo ent to read smoothly (not too fast, or in <i>red</i> , the 2 nd read in <i>blue</i> , and the 3 next to any words the student self	too slow). Write the 3 times below. ^{Brd} read in <i>black</i> .			
What animals will yo	u see at the zoo? You	will see many 12			
different kinds of ar	nimals. You will see rep	tiles. Reptiles 21			
have scales on their	skin. Some reptiles you	u will see are 32			
snakes and alligators	. You will probably see	many different 41			
types of fish. They	will be swimming in gia	nt tanks. Many 52			
kinds of birds will be	there too. The bigges	t animals you will 64			
see are mammals. A	II mammals have hair o	r fur. Lions, 74			
tigers, bears, and gir	raffes are all mammals	you will see at 85			
the zoo. You should	carry a notebook. Mak	e a list of all the 98			
animals you see. Hav	ve fun at the zoo!	106			
1st Read: Time:	Znd Read: Time:	Jrd Read: Time:			
# of Errors: # of Errors: # of Errors:					
# of SC: # of SC: # of SC:					
Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 2 3 4 <i>(Circle One)</i>	Rate & Tone: 1 2 3 4 (Circle One)			
Overall Score: Rate & Tone: _		# 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 12: Levels E-G					

unders	tand It!					Teacher Page
•	student(s) time to a assage 3 times.	nswer the 4 compreher	ision que	stions on the	student page	after reading
-	e student(s) throug onses with the sca	h understanding the tex le provided.	t by aski	ng the followi	ng questions.	Rate the
(no respo	 onse or incorrect)	2 (Partial)	(Satis	3 factory)	4 (Above Aver	age)
*** Students	*** Students may look back in the passage for help, but do not suggest.					
Type of ?	Compreher	nsion Questions	Stu	dent Resp	oonses	Rafings
General	Tell me what y from the text.	ou remember 				
Find Facts in the Beginning	What is the fir- writes about in	st fact the author n the text?				
Solve New Words	What are reptilished know?	iles? How do you				
Describe Setting	What is the set How do you k	ting of the text? now?				
Author's Purpose	Why do you the wrote this text	nink the author ?				
Comprehension Score: /20						
Word Work:	Rate the stude	nt's ability to ident	ify the	4 word wo	rk skills in th	ne passage:
2 3 4 Word Work Score: (<40% correct) (40-60% correct) (60-80% correct) (90-100% correct)						
Vocalulary:	Give one point f	For each of the 5 v	ocabulc	ary words (correctly de	:Fined:
VOCABUIARY SCORE:						

Passage 12: Levels E-G Copyright: Out of This World Literacy (Jen Bengel)

1U	2CU	I Wr	ナレン		Icachel Land
•		Date:		\u/eek·	

		- · · · · · · · · · · · · · · · · · · ·		
Name:		Date:	Week:	
Directions: Instruct student to the readings. Encourage the st ***Circle <u>errors</u> from the 1 st re *** With the same colors, put a	udent to read smoo ad in <i>red</i> , the 2 nd re	thly (not too fast, or t ead in <i>blue</i> , and the 3 rd	oo slow). Write the 3 times b read in <i>black</i> .	
Sea turtles live in a	oceans all ov	er the world.	They have been	12
on Earth for million	ns of years.	But now som	e sea turtles	23
are at risk of bein	g extinct. Ex	xtinct means t	hat there would	34
no longer be any s	ea turtles or	n Earth. Sea -	turtles crawl	45

are at risk of being extinct. Extinct means that there would	3L
no longer be any sea turtles on Earth. Sea turtles crawl	45
onto sandy beaches to lay their eggs. They bury the eggs in	57
the sand. Once the eggs hatch, they travel back to the	68

78 ocean. Many baby sea turtles do not survive this trip. 89 People are trying to save the sea turtles. They block parts 100 of the beach where eggs are found. They help keep the 112 eggs safe. It is good to try and save the sea turtles!

00	,	
st Read: Time:	2nd Read: Time:	3rd Read: Time:
f of Errors:	# of Errors:	# of Errors:
* of SC:	# of SC:	# of SC:
Rate & Tone: 2 3 4 Circle One)	Rate & Tone: 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)
overall Score: Rate & Tone: _		f of Errors: Choose the middle score)
# of Self Corrections:	· · ·	
(Choose the middle score)	opyright: Out of This World Literacy (Jer	n Bengel) Passage 13: Levels E-

unders	tand It!					Teacher Page
•	student(s) time to a assage 3 times.	nswer the 4 compreher	ision que	stions on the	student page	after reading
-	e student(s) throug onses with the sca	h understanding the tex le provided.	t by aski	ng the followi	ng questions.	Rate the
(no respo	 onse or incorrect)	2 (Partial)	(Satis	3 f <i>actory)</i>	4 (Above Aver	age)
*** Students	*** Students may look back in the passage for help, but do not suggest.					
Type of ?	Compreher	nsion Questions	Stu	dent Resp	oonses	Rafings
General	Tell me what y from the text.	ou remember 				
Find Facts in the Beginning	What is the fir- writes about in	st fact the author n the text?				
Solve New Words	What does 'ext do you know?	finct ^r mean? How				
Describe Setting	What is the set How do you k	ting of the text? now?				
Author's Purpose	Why do you th wrote this text	nink the author ?				
Comprehension Score: /20						
Word Work:	Rate the stude	nt's ability to ident	ify the	4 word wo	rk skills in th	ne passage:
2 3 4 Word Work Score: (<40% correct) (40-60% correct) (60-80% correct) (90-100% correct)						
Vocalulary:	Give one point f	For each of the 5 v	ocabula	iry words (correctly de	:Fined:
VOCABUIARY SCORE:						

Passage 13: Levels E-G

"WHY DO LIONS ROOM?

eacher	þ	age

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 1 st read in <i>red</i> , the 2^{nd} read in <i>blue</i> , and the 3^{rd} read in <i>black</i> . *** With the same colors, put a $\sqrt{}$ next to any words the student self corrects (SC).						
Every lion roars. Mo	st of the time they roo	ar at night. That	12			
is because the air is thin and the roar can be heard from						
far away. There are	e two reasons why lions	roar. They roar	36			
to protect their land	and family. Male lions	s roar loud at	47			
night. They are tellir	ng other lions and animo	ıls to stay away.	58			
Lions roar to talk to one another. Every lion has a different						
roar sound, just like every human has a different voice.						
Mama lions have a ge	entle roar when they ar	e with their	91			
cubs. Male lions use	a softer roar when the	ey are playing ${\sf I}$	02			
with cubs. Listening	to a lion roar is amazin	g!	Ш			
1st Read: Time:	2 ^{n.j.} Read: Time:	Jrd Read: Time:				
# of Errors:	# of Errors:	# of Errors:				
# of SC:	# of SC:	# of SC:				
Rate & Tone: 2 3 4 (Circle One)	Rate & Tone: 2 3 4 (Circle One)	Rate & Tone: 1 2 3 (Circle One)	4			
Overall Score: Rate & Tone: _		of Errors:				
# of Self Corrections: (Choose the middle time) (Choose the middle score) # of Self Corrections: (Choose the middle score) Copyright: Out of This World Literacy (Jen Bengel) Passage 14: Levels E-G						

unders	tand It!					Teacher Page
•	student(s) time to a assage 3 times.	nswer the 4 compreher	ision que	stions on the	student page	after reading
-	e student(s) throug onses with the sca	h understanding the tex le provided.	t by aski	ng the followi	ng questions.	Rate the
(no respo	 onse or incorrect)	2 (Partial)	(Satis	3 f <i>actory)</i>	4 (Above Aver	age)
*** Students	*** Students may look back in the passage for help, but do not suggest.					
Type of ?	Compreher	nsion Questions	Stu	dent Resp	oonses	Rafings
General	Tell me what y from the text.	ou remember 				
Find Facts in the Beginning	What is the fir- writes about in	st fact the author n the text?				
Solve New Words	What does 'cu' you know?	b' mean? How do				
Describe Setting	What is the set How do you k	iting of the text? now?				
Author's Purpose	Why do you th wrote this text	nink the author ?				
Comprehension Score: /20						
Word Work: Rate the student's ability to identify the 4 word work skills in the passage:						
 (<40% correc	2 3 4 Word Work Score: (<40% correct) (40-60% correct) (60-80% correct) (90-100% correct)					
Vocalulary:	Give one point f	For each of the 5 v	ocabula	iry words (correctly de	fined:
VOCABUIARY SCORE:						

Passage 14: Levels E-G

"FAC+S About Dolphins"

eac	er	P	196

Name:	Date:	Week:
the readings. Encourage the stude ***Circle <u>errors</u> from the 1 st read j	ead the following passage 3 times. Le ent to read smoothly (not too fast, or in <i>red</i> , the 2 nd read in <i>blue</i> , and the 3 next to any words the student self	too slow). Write the 3 times below. ^{3rd} read in <i>black</i> .
Dolphins are very pla	ayful animals. Most of	them live in 10
oceans, but they are	e not fish. They are mo	ammals because 20
they have lungs. The	ey cannot breathe wate	er like fish. They 30
come above the wate	er to breathe air. Dolp	hins are very 40
friendly. They trave	l together in groups. T	hese groups are 49
called pods. Dolphins	eat mostly small fish.	They talk to 59
each other by chirpin	ng. They even whistle!	Dolphins are 69
very smart. They lik	e to jump and play. The	ey can even surf 80
waves. Dolphins can	see and hear really we	II. This makes it 91
easy for them to fin	d food.	97
1st Read: Time:	2 nd Read: Time:	3rd Read: Time:
# of Errors:	# of Errors:	# of Errors:
# of SC:	# of SC:	# of SC:
Rate & Tone: 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: _		# of Errors:
# of Self Corrections:(Choose the middle score)	(Choose the middle time) opyright: Out of This World Literacy (Je	Oregan 15 Levels 5 C

unders	tand It!					Teacher Page	
Step I: 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.							
2 3 4 (no response or incorrect) (Partial) (Satisfactory) (Above Average)							
*** Students	s may look back	k in the passage fol	r help, b	ut do not	suggest.		
Type of ?	Compreher	nsion Questions	Stu	dent Resp	oonses	Rafings	
General	Tell me what y from the text.	ou remember 					
Find Facts in the Beginning	What is the fir- writes about in	st fact the author n the text?					
Solve New Words	What does 'po do you know?	ds' mean? How					
Describe Setting	What is the set How do you k	ting of the text? now?					
Author's Purpose	Why do you th wrote this text	nink the author ?					
			cor	nprehensi	ion score:	/20	
Word Work:	Rate the stude	nt's ability to ident	ify the 1	t word wo	rk skills in th	ne passage:	
2 3 4 Word Work Score: (<40% correct) (40-60% correct) (60-80% correct) (90-100% correct)							
Vocalulary:	Give one point f	For each of the 5 v	ocabula	ry words (correctly de		
VOCABUIARY SCORE:							

Passage 15: Levels E-G

\sim 1	$\mathbf{I} \cap$))
ار.	Л(Л	rd	

Teacher Page 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 \(\sqrt{next to any words the student self corrects (SC).} Some kids ride a bus to school. Some kids ride their bikes. 12 Other kids get a ride from their mom or dad. Some kids				
the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below. ****Circle errors from the 1^{st} read in red , the 2^{nd} read in $blue$, and the 3^{rd} read in $black$. **** With the same colors, put a $\sqrt{}$ next to any words the student self corrects (SC). Some kids ride a bus to school. Some kids ride their bikes. 12				
Other kids aet a ride from their mom or dad. Some kids 24				
even walk to school. Kids who ride their bikes or walk to 36				
school have to cross busy streets. They need help from an 47				
adult to cross the street safely. That is the job of a 59				
crossing guard. The crossing guard stands at the corner of 69				
busy streets. He waits for kids to help them cross the 80				
street. The crossing guard stands in the middle of the road $$ 9 $$				
and stops traffic. Then kids can cross the street safely. 101				
Crossing guards have a very important job.				
1st Read: Time: Znd Read: Time: Znd Read: Time:				
# of Errors: # of Errors: # of Errors:				
# of SC: # of SC: # of SC:				
Rate & Tone: 2 3 4 Rate & Tone: 2 3 4 Rate & Tone: 2 3 4 (Circle One) (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) (Choose the middle score) Copyright: Out of This World Literacy (Jen Bengel) Passage 16: Levels E-C				

underst	-and I+!				Teacher Page			
Step I: 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.							
। 2 3 ५ (no response or incorrect) (Partial) (Satisfactory) (Above Average)								
*** Students	may look back	k in the passage fol	r help, but do no	ot suggest.				
Type of ?	Comprehe	ension Questions	Student Re	esponses	Ratings			
General	Tell me what from the text	you remember 						
Understand Most Important Fact	from the text	nost important fact ? Why do you ne most important?						
Predictions Based on Information	What do you happen if the crossing guar	ere were no						
Identify How the Text Ends	Describe how	the text ends.						
Describe the Main Subject	,	ou describe the sing guard? Why?						
	Comprehension Score:							
Word Work: F	Rate the stude	ent's ability to ident	ify the 4 word v					
 (<40% correct)	2) (40-60% corre	3 ect) (60-80% correct)	4 (90-100% correct		ork score: 			
Vocalulary:	ive one point f	for each of the 5 v	ocabulary word	s correctly de	efined:			

VOCABUIARY SCORE: _ Passage 16: Levels E-G Copyright: Out of This World Literacy (Jen Bengel)

"Going to the Dentist"	ker Page
Name: Date: Week:	
Directions : Instruct student to read the following passage 3 times. Let student know you will be the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 time ***Circle errors from the 1^{st} read in red , the 2^{nd} read in $blue$, and the 3^{nd} read in $black$. *** With the same colors, put a \checkmark next to any words the student self corrects (SC).	
A dentist is a doctor who takes care of your teeth. When	12
you go for a checkup, your dentist will check your teeth and	24
gums. He will look for any problems. You will get to sit in a	38
giant dentist chair. You can put your feet up, lay back, and	50
relax. The dentist will ask you to open your mouth very big.	62
He will clean your teeth. He will floss your teeth. He will	75
look for any cavities. Cavities are parts of the tooth that	86
are sick. They need to be fixed to have healthy teeth. You	97

relax. The dentist w	ill ask you to open your	mouth very big.	62		
He will clean your te	eth. He will floss your t	eeth. He will	75		
look for any cavities	. Cavities are parts of	the tooth that	86		
are sick. They need	to be fixed to have hec	Ithy teeth. You	97		
should visit the dentist two times each year. The dentist will 10					
help keep your teeth	strong and healthy!		115		
Lst Read: Time:	2 ^{n.J} Read: Time:	3rd Read: Time:			
# of Errors:	# of Errors:	# of Errors:			

of SC: # of SC: # of SC: Rate & Tone: 4 Rate & Tone: 3 4 Rate & Tone: 1 (Circle One) (Circle One) (Circle One) Overall Score: # of Errors: _ Time: _ (Choose the middle score) (Choose the middle time) # of Self Corrections: Passage 17: Levels E-G (Choose the middle score) Copyright: Out of This World Literacy (Jen Bengel)

underst	-and I+!				Teacher Page		
Step I: 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.							
(no respoi	। 2 3 ५ (no response or incorrect) (Partial) (Satisfactory) (Above Average)						
*** Students	may look back	k in the passage for	help, but do not	suggest.			
Type of ?	Comprehe	ension Questions	Student Res	ponses	Ratings		
General	Tell me what from the text	you remember					
Understand Most Important Fact	from the text	nost important fact? Why do you ne most important?					
Predictions Based on Information	What do you happen if you dentist? Why	u did not go to the					
Identify How the Text Ends	Describe how	the text ends.					
Describe the Main Subject	How would y job of a dent	ou describe the ist? Why?					
Comprehension Score:							
Word Work: F	Rate the stude	nt's ability to identi	ify the 4 word wo	ork skills in t	ne passage:		
1	2	3	4	Word Wo	ork score:		
(<40% correct,) (40-60% corre	ct) (60-80% correct)	(90-100% correct)		/4		
Vocalulary: Give one point for each of the 5 vocabulary words correctly defined:							

VOCABUIANY SCONE:

"What Happe	ens in a Barber	Shop?" Teacher Page
Name:	Date:	Week:
the readings. Encourage the stude ****Circle $\underline{\text{errors}}$ from the 1^{st} read	ead the following passage 3 times. Le ent to read smoothly (not too fast, or in <i>red</i> , the 2 nd read in <i>blue</i> , and the 3 next to any words the student self	too slow). Write the 3 times below.
A barber shop is a p	lace for boys and men	to get their hair 14
cut. Men can also ho	ave their whiskers shave	ed at a barber 25
shop. The people wh	no cut hair are called bo	arbers. Their job 36
is to help everyone lo	ook good by cutting the	eir hair. A barber 48
shop is also a place f	for people to talk. Lots	of times people 61
stay to talk after th	ey get their hair cut. F	People in a barber 74
shop become friends	. They come back for	more haircuts. 83
They talk about life.	They talk about their	kids and their 94
friends. Barbers hel	p people look good and	they help people 104
become friends.		106
1st Read: Time:	2 ^{n.J.} Rea.J.: Time:	3rd Read: Time:
# of Errors:	# of Errors:	# of Errors:
# of SC:	# of SC:	# of SC:
Rate & Tone: 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: _		# of Errors:
# of Self Corrections: (Choose the middle score)		(Choose the middle score) Passage 18: Levels E-G
,	opyright: Out of This World Literacy (Je	n bengel) 1 433490 10 Levels L 4

underst	-and I+!				Teacher Page		
Step I: 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.							
2 3 4 (no response or incorrect) (Partial) (Satisfactory) (Above Average)							
*** Students	may look back	k in the passage fol	r help, but do not	suggest.			
Type of ?	Comprehe	ension Questions	Student Res	ponses	Rafings		
General	Tell me what from the text	you remember 					
Understand Most Important Fact	from the text	nost important fact ? Why do you ne most important?					
Predictions Based on Information	What do you happen if the barber shops	ere were no					
Identify How the Text Ends	Describe how	r the text ends.					
Describe the Main Subject	How would y job of a bark	ou describe the per? Why?					
	Comprehension score: /20						
Word Work: R	Rate the stude	ent's ability to ident	ify the 4 word wo	ork skills in th	ne passage:		
	2	3	4	Word Wo	ork score:		
(<40% correct)) (40-60% corre	ect) (60-80% correct)	(90-100% correct)		/4		
Vocatulary. Give one point for each of the 5 vocabulary words correctly defined:							

VOCABUIARY SCORE: Passage 18: Levels E-G

"A DOY in +	he Life of 0 F0	IMCM" Teacher Page		
Name:	Date:	Week:		
the readings. Encourage the stude ***Circle <u>errors</u> from the 1 st read	ead the following passage 3 times. Le ent to read smoothly (not too fast, or in <i>red</i> , the 2 nd read in <i>blue</i> , and the 3 next to any words the student self	too slow). Write the 3 times below. Brd read in <i>black</i> .		
A farmer is very bus	sy every day. He gets (up early to do 13		
many chores. He fee	eds the pigs, cows, and	chickens. He 23		
cleans the pigpen. H	e lets all the animals ou	ıt. The farmer 34		
gathers eggs from t	he chickens. In the spr	ring the farmer 44		
plants crops like corr	n, peas, and potatoes.	In the summer 54		
the farmer takes ca	re of the crops. He wo	aters the fields. 65		
He keeps the weeds out. In the fall the farmer picks all the 78				
crops. He sells the food for people to buy. He keeps some 90				
for animals to eat. A farmer works hard to take care of 102				
the animals and the	crops.	107		
1st Read: Time:	2 nd Read: Time:	3rd Read: Time:		
# of Errors:	# of Errors:	# of Errors:		
# of SC:	# of SC:	# of SC:		
Rate & Tone: 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 2 3 4 (Circle One)		
Overall Score: Rate & Tone: _		# of Errors:		
# of Self Corrections: (Choose the middle score)	(Choose the middle time) Opyright: Out of This World Literacy (Je	Oregan 10 Lovels E.C.		
	Obligation out of this molid prelach (of	orr nerregi)		

underst	-and I+!				Teacher Page		
Step I: 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.							
। 2 3 ५ (no response or incorrect) (Partial) (Satisfactory) (Above Average)							
*** Students	may look back	k in the passage fo	r help, but do not	suggest.			
Type of ?	Comprehe	ension Questions	Student Res	ponses	Rafings		
General	Tell me what from the text	you remember :					
Understand Most Important Fact	from the text	nost important fact ? Why do you ne most important?					
Predictions Based on Information	What do you happen if the farmers? W	ere were no					
Identify How the Text Ends	Describe how	the text ends.					
Describe the Main Subject	How would y job of a farn	ou describe the ner? Why?					
	-		comprehens	ion score:	/20		
Word Work: R	Word Work: Rate the student's ability to identify the 4 word work skills in the passage:						
	2	3	4	Word Wo	ork score:		
(<40% correct)) (40-60% corre	ect) (60-80% correct)	(90-100% correct)		/4		
Vocatulary. Give one point for each of the 5 vocabulary words correctly defined:							

VOCABUIARY SCORE:

Passage 19: Levels E-G

"DO YOU Want	+0 bC	a taxi c	oriver?"	Teacker Page
Name:			Week: _	
Directions: Instruct student to rethe readings. Encourage the student *** Circle errors from the 1^{st} reader*** With the same colors, put a	ent to read smooth in <i>red</i> , the 2 nd rea	lly (not too fast, or d in <i>blue</i> , and the 3	too slow). Write the 3 B rd read in <i>black</i> .	•
A taxi driver has ma	ny importar	ntjobs. He	takes people	10
where they need to	go. A taxi d	driver must	think about t	he 22
safest streets to dri	ve. He mus	t know the	quickest way	to 33
get places too. A ta	xi driver do	es not just (drive people fi	rom 45
place to place. He also helps load things in and out of the 58			₌ 58	
car. Many people use a taxi when they leave an airport. 69				
They have luggage to carry. A taxi driver also has to collect 81				
money. He must give change back too. A taxi driver should 92				
keep his car clean. F	le should ke	ep the car	in good shape.	. Do 105
you want to be a tax	ri driver?			112
1st Read: Time:	2 nd Read: Tim	ne:	3rd Read: Time	:
# of Errors:	# of Errors:		# of Errors:	
# of SC:	# of SC:		# of SC:	
Rate & Tone: 1 2 3 4 <i>(Circle One)</i>	Rate & Tone: (Circle One)	1 2 3 4	Rate & Tone: I (Circle One)	2 3 4
Overall Score: Rate & Tone: _			# of Errors:	
# of Self Corrections:(Choose the middle score)	<u> </u>	e the middle time) his World Literacy (Jo	(Choose the middle score) en Bengel) Passage 2	20: Levels E-G

underst	-and I+!				Teacher Page
Step I: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.					
	student(s) through	h understanding the tex le provided.	ct by asking the follow	wing questions.	Rate the
(no respor	 nse or incorrect)	2 (Partial)	3 (Satisfactory)	4 (Above Aver	rage)
*** Students	may look back	k in the passage fol	r help, but do not	suggest.	
Type of ?	Comprehe	ension Questions	Student Res	sponses	Rafings
General	Tell me what from the text	you remember 			
Understand Most Important Fact	from the text	nost important fact? Why do you ne most important?			
Predictions Based on Information	What do you happen if the drivers? Why	ere were no faxi			
Identify How the Text Ends	Describe how	the text ends.			
Describe the Main Subject	'	ou describe the driver? Why?			
			comprehens	sion score:	/20
Word Work: R	Rate the stude	nt's ability to ident	ify the 4 word w	ork skills in t	ne passage:
 	2) (40-60% corre	3 ect) (60-80% correct)	4 (90-100% correct)	Word Wo	ork score:
Vocalulary:	Give one point f	For each of the 5 v	ocabulary words	correctly de	efined:

Passage 20: Levels E-G Copyright: Out of This World Literacy (Jen Bengel)

VOCABUIATY SCORE:

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

"SOIM LOVES SCHOOI"	<u>Understand It!</u>
Sam loves school. He can't wait to go to school	Answer the following questions after reading:
every day. One day Sam woke up with a tickle in	I. What was the problem? a. Sam did not like school b. Sam was sick c. Sam had a bad dream d. Sam was happy
his mouth. He coughed. The tickle did not go	
away. He coughed again. The tickle was still	2. How did Sam feel about missing school?
there. Sam went downstairs to tell his mom. His	a. happy b. mad
mom felt Sam's head. She told him he was sick	c. scared d. sad
and he should go back to bed. Sam was sad. He	3. What was the main idea in the story?
did not want to miss school. Today his teacher	a. Sleeping b. dreams c. missing school
was bringing ice cream to school. Sam's mom said	d. math 4. What food was Sam
he could have ice cream at home. That made	going to miss at school? a. ice cream
Sam feel a little better. The next day his tickle	b. cookies c. cake d. pizza
was gone. Sam was happy to go back to school.	
passage that match each category below: From the passage. Use what you know to define the passage. Use when you know the passage when you	
Words that start with /h/	
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Ai	Answer the following uestions after reading:
My little sister drools . She just turned one. She	desitors arrer reading.
mom. She drools all over the floor. I do not like	What was the problem? a. Bella giggled b. Bella drooled b. Bella cried all the time d. Bella did not nap
Everyone thinks she is so cute , but not me I a.	What did most people do when Bella drooled? a. got mad b. think she was cute
	c. put her to bed d. they did nothing
and she drooled all over me. I screamed, "Bella, no!" She just giggled. I was so mad. I handed Bella to mom, and started to cry. I had baby slime on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new a. b. a. a. b. a. a. b. a. a. b. a.	What was the main idea in the story? In baby giggles In new shirts In drooling Why did the narrator start to cry? In drool was on the shirt on mom laughed In she was happy In she got hurt
Word Work Color the words in the passage that match each category below: Tred Words that start with a vowel Words with 2 letters Words with the short /a/ sound Words that start with /h/ Passage 2 Copyright: Out of This World Literacy (Jen Bengel)	

"MY MESSY ROOM"	<u>Understand It!</u>
My name is Jackson. I have a messy room. My	Answer the following questions after reading:
toys are all over the floor. My books are falling	I. What was the problem? a. his room was clean
off my bookshelf . My clothes are piled on the	b. his mom was happy c. his room was messy d. Jackson was happy
floor. I like my messy room, but my mom does	2. How did Jackson feel about cleaning?
not. She says I am living like a pig. My mom is	a. happy b. mad
always asking me to clean my room. I never want	c. stubborn d. excited
to. I tell her I know where everything is.	3. What was the main idea in the story?
Sometimes she gets mad at me. But I am	a. he would not clean
stubborn. I still will not clean my room. Mom	b. his mom cleaned c. Jackson ate candy d. toys on the floor
says my room smells bad, but I like the smell. One	4. What was one thing messy in Jackson's
day she $bribed$ me. She promised me candy if ${\rm I}$	room? a. food on the floor
cleaned. So I did. The candy was great!	b. shoes in the bed c. toys on the floor d. clothes in the bed
Everyone was happy.	d. clottles in the bed
WORD WORKColor the words in theVOCOBUIONYCopypassage that match each category below:from the passage. Use	y the 5 bold words
Words that start with a vowel	
Words with 2 letters 2	
Words with the short 3	
Words that start with 5	
Passage 3 Copyright: Out of This World Literacy (Jen Bengel)	

"I 1	-'S Good +0 S	hare"	<u>Understand It!</u>	
Jonah loved t	to share. Adam did r	not like to share.	Answer the following questions after reading:	
Jonah and Ad	dam were in first gr	ade together .	I. What was the problem? a. Jonah did not share b. Jonah shared	
They were fr	riends. Every day Jo	onah gave Adam a	c. Adam shared d. Adam did not share	
sticker, just k	pecause. Jonah liked	how sharing	2. How did Jonah feel about sharing?	
made him fee	el. Adam forgot his l	unch one day.	a. it made him happy b. it made him mad	
Jonah gave A	Adam almost all his fo	ood. Jonah was	c. it made him sad d. it made him tired	
very hungry.	But sharing with Ac	lam made him	3. What was the main idea in the story?	
happy. One c	lay Jonah forgot his	lunch. Adam did	a. school b. snack time c. sharing	
not share his	food with Jonah. Jo	onah was sad.	d. stickers 4. What were some things	
The teacher	saw Jonah sad. She	gave him all her	Jonah shared? a. stickers	
food. Adam	felt bad then. He sa	id he was sorry.	b. markers c. crayons d. candy	
He promised	to share better.			
passage that matering red passage that mater	olor the words in the h each category below: Words that start with a vowel Words with 2 letters Words with the short /a/ sound Words that start with /h/	from the passage. Use what you know to defin		
Passage 4	Copyright: Out of T	his World Literacy (Jen Bengel)		

"YOU ARE NO+ MY BOSS!"	<u>Understand It!</u>
Matilda is bossy . She tells everyone in school what	Answer the following questions after reading:
to do. One day she told me to pick up her paper.	I. What was the problem? a. Matilda is bossy
"You are not my boss," I said. She stared at me	b. Ethan is bossy c. Matilda lost her pencil d. Matilda was nice
with a mean look on her face. Matilda was a bully	2. How did Ethan feel about Matilda?
too. She was mean until she got her way. But I was	b. she was tun
not going to let her tell me what to do. She told me	c. she was bossy d. she was kind
again to pick up her paper. I still said no. She said,	3. What was the main idea in the story?
"Ethan, if you do not pick up my paper, I will	a. playing at school b. Matilda being bossy
scream." I was not scared. I still said no. Matilda's	c. Ethan being bossy d. Ethan was a bully
face turned red, but she did not scream. It felt	4. What did Matilda want Ethan to do?
good to stand up to the bossy Matilda. She never	a. pick up her pencil b. do her homework c. pick up her marker
told me what to do again .	d. pick up her paper
WORD WORKColor the words in theVOCOBUIORYCopypassage that match each category below:from the passage. Use	the 5 bold words
Words that start with a vowel what you know to defin	
Words with 2 letters 2	
Words with the short 3	
Words that start with	
Passage 5 Copyright: Out of This World Literacy (Jen Bengel)	

	MY CUT CUIT	IUIK	<u>Unatristuna It!</u>
			Answer the following questions after reading:
My cat is	named Zoe. She is a ve	ry special cat	I. Which event from the
because s	she can talk! I did not ev	ven know Zoe	story can not happen in real life?
could talk	until one day when I wo	as in the kitchen.	a. having a cat b. burning your hand c. a cat talking
I went to	grab a pan on the stove	e. I did not know	d. a cat with whiskers
it was ver	ry hot. Zoe yelled, "STOI	P, do NOT touch	2. What do most kids think about a cat who talks? a. it is not cool
that!" I v	was shocked . I turned o	round to look at	b. it is bad c. it is very cool d. they would not like it
my cat. S	She just smiled with her	whiskers up in	3. What happened before Zoe yelled, "STOP"
the air. "	Zoe, you can talk?" I asl	ked. Zoe looked	a. she did not know the pan was hot
shy . Ther	n she said, "yes, but ${\sf I}$ wo	as too scared to	b. Zoe smiled c. Zoe looked shy
tell you."	I told her that I was so	excited she	d. Zoe was not scared 4. What does yelled
could talk	After that day Zoe ne	ever stopped	mean? a. to whisper
talking. N	low she is my best friend	dl	b. to talk quiet c. to laugh d. to scream
	Color the words in the	•	y the 5 bold words
6 6 m	match each category below:	from the passage. Use	
(red)	Words that end with a vowel	what you know to defi	ne each word.
(blue)	Words with 3 letters	2	
green	Words with the short /e/ sound	3	
orange	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	吗	
Passage 6	Copyright: Out of T	his World Literacy (Jen Bengel)	

"The Magic Rock"	<u>understand It!</u>
One day Katie was walking to school when she saw a	Answer the following questions after reading: 1. Which event from the
purple rock. The rock was smooth and it looked	story can not happen in real life? a. finding a rock
special. Katie picked it up and put it in her pocket.	b. eating pizza c. a rain storm d. a magic rock
At lunch she rubbed the rock. She wished for pizza.	2. What do most kids think
All of a sudden there was hot pizza on her plate!	about having a magic rock?
Katie was surprised . At recess she rubbed the rock	a. it is not cool b. it is scary c. it is very cool
again. This time she wished for a big rain storm to	d. they would not like it
come. Right away the clouds came. The rain	3. What happened right before the rain came?
started pouring down on Katie and her friends.	a. the clouds came b. Katie ate pizza c. Katie picked up a rock
Katie knew she had a magic rock. She spent the	d. Katie wished for pizza
rest of the day thinking of what she would wish for	4. What does smooth mean? a. big
next. She was so excited!	b. soft c. bumpy d. hard
word work Color the words in the passage that match each category below: Words that end with a vowel Words that end with a vowel	
Words with 3 letters 2	
Words with the short 3	
Words that start with 5	
Passage 7 Copyright: Out of This World Literacy (Jen Bengel)	

"Caden's Luck	KY SNACK"	<u>understand It!</u>
Caden can run really fast. He		Answer the following questions after reading:
all the kids in his school. He ru		I. Which event from the story can not happen in real life?
cheetah. But Caden does not	always run that fast.	a. peanuts make you run fast b. running fast
He has a secret that makes h	im go fast. He eats a	c. eating peanuts d. running slow
handful of lucky peanuts to m	nake him run fast. The	2. What do most kids think about having a lucky
peanuts have special powers.	Only Caden and his	snack? a. it would be awesome b. it would not be good
mom know about his lucky peo	anuts. One day Caden	c. it would be bad d. it would be scary
forgot to eat his lucky peanut	s before school. He	3. What happened right before Caden was sad?
was not the fastest runner that day. He was the		a. he ran fast b. he ate peanuts
slowest. His friends teased hi	m. Caden was sad.	c. his friends teased him d. he was the fastest
He never forgot to eat a handful of lucky peanuts		4. What does slowest mean?
ever again!		a. just a little slow b. slower than everyone c. fast d. faster than everyone
WOrd WOrk Color the words in the		y the 5 bold words
passage that match each category below	what you know to dofi	
Words that end vowel	with a	ie each word.
Words with 3 let	ters 2	
Words with the s		
Words that star-	t with 5	
Passage 8 Copyright:	Out of This World Literacy (Jen Bengel)	

"A SECITE+ PITESEN+"	<u>understand It!</u>
Today is Sadie's birthday. She is seven years old.	Answer the following questions after reading:
Her grandma lives far away. Every year she send	I. Which event from the story can not happen in real life?
a special package for Sadie's birthday. Sadie coul	a. getting presents b. singing chipmunks c. ripping open a present
not wait to open her present from grandma. Jus	d. a cat with whiskers
as she was about to open it, she noticed the box v	
moving. Then she heard some squeaking inside the	c. They are not real
box. Sadie laughed. What could be inside? She	d. they would not like it
ripped the box open. Inside were two chipmunks.	squouking.
One had a guitar. When the box opened, the	a. the box was movingb. she laughedc. she saw chipmunks
chipmunks started singing and dancing. They sand	d. chipmunks were singing
happy birthday to Sadie. Everyone laughed. It we	4. What does best mean?a. not that goodb. to not like something
the best present!	c. something really good d. to be scared
WORD WORK Color the words in the VOCOBUIORY	Copy the 5 bold words
passage that match each category below: from the passage.	Use context clues and
Words that end with a what you know to wowel	define each word:
Words with 3 letters 2	
Words with the short /e/ sound	
Words that start with /w/	
Passage 9 Copyright: Out of This World Literacy (Jen Ben,	gel)

"MY Three Wishes" Understand Tt! Answer the following questions after reading: I have a fairy grandma named Rose. Every year I. Which event from the story can not happen in she comes to **visit** me in the summer. She **arants** real life? a. getting a puppy me three wishes each year. I can wish for b. swimming in a pool c. having a fairy grandma d. playing video games whatever I want. She is the nicest fairy grandma 2. What do most kids think ever! Last year I wished for a puppy, a new bike, about the fairy grandma? a. she is real b. she would be scary and a giant box of candy. She waved her magic c. she would be mean d. she would be the best wand and poof! I had all three things. I named 3. What happened before the fairy grandma my puppy Max. This year I am going to wish for waved her magic wand? a. she named the puppy another puppy. I love puppies. I am also going to b. she came to visit c. she got a pool d. she went swimming wish for more video games. My last wish is going 4. What does giant to be for a pool in our backyard. I cannot wait to mean? a. really big b. short teach my puppies how to swim! c. really small d. tiny WORD WORK Color the words in the VOCOBUIORY Copy the 5 bold words passage that match each category below: from the passage. Use context clues and what you know to define each word: Words that end with a vowel *e* bluë Words with 3 letters 2 3 Words with the short (green /e/ sound 4 Words that start with orange

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Passage 10

"HOW +0 CO+Ch O Fro9" Understand T+! Answer the following questions after reading: Some people love to **catch** frogs. The first thing I. What was a fact in the beginning of the text? you need to do is find frogs. They live in ponds or a. they live in ponds b. get a tall bucket swamps. You can find frogs in muddy spots by c. frogs will not jump d. use a pole to catch frogs logs. They may be sitting in the sun. Use a net to 2. What does sneak catch a frog. Once you see a frog, be very quiet mean? a. to be loud and sneak up to it. Get your net ready. When you b. to run c. to move quietly d. to jump are close, quickly cover the frog with the net. You 3. What place does the have to be fast or the frog will jump away! Move text describe? a. a river b. a pond or swamp the frog from the net into a bucket. Make sure c. a lake d. the ocean the bucket is tall enough so the frog does not jump 4. What does this text teach us? out. If you keep the frog, be sure to take good a. how to catch fish b. how to swim c. how to jump care of it at home! d. how to catch frogs WORD WORK Color the words in the VOCObUIONY | Copy the 5 bold words passage that match each category below: from the passage. Use context clues and what you know to define each word: Words that start with red /+/ Words that end with *(* bluë 23 Words with the short (green U) /i/ sound (orange Words with 2 syllables

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Passage 11

"What Will you see at the zoo?"	<u>Understand It!</u>
	Answer the following questions after reading:
What animals will you see at the zoo? You will see	I. What was a fact in the
many different kinds of animals. You will see	beginning of the text?
reptiles. Reptiles have scales on their skin. Some	a. you will see mammalsb. all mammals have furc. you will see reptilesd. you will see giraffes
reptiles you will see are snakes and alligators. You	2. What do mammals
will probably see many different types of fish.	have? a. fur or hair
They will be swimming in giant tanks. Many kinds	b. teeth c. scales d. four legs
of birds will be there too. The biggest animals you	3. What place does the text describe?
will see are mammals. All mammals have hair or	a. a forest b. a zoo
fur. Lions, tigers, bears, and giraffes are all	c. a jungle d. a river
mammals you will see at the zoo. You should carry	4. What does this text teach us?
a notebook. Make a list of all the animals you see.	a. how old animals are b. where to find a zoo c. what animals are in a
Have fun at the zoo!	zoo d. how big animals are
WORD WORKColor the words in theVOCABUIARYCopypassage that match each category below:from the passage. Use	y the 5 bold words e context clues and
Words that start with what you know to defin	
Words that end with 2	
Words with the short 3	
Words with 2 syllables 5	
Passage 12 Copyright: Out of This World Literacy (Jen Bengel)	

"Save the sea turtles"	<u>Understand It!</u>
Sea turtles live in oceans all over the world. They	Answer the following questions after reading:
have been on Earth for millions of years. But now	I. What was a fact in the beginning of the text? a. baby turtles hatch
some sea turtles are at risk of being extinct.	b. they bury eggs c. people save turtles d. they live in oceans
Extinct means that there would no longer be any	2. What does survive mean?
sea turtles on Earth. Sea turtles crawl onto sandy	a. to live b. to crawl
beaches to lay their eggs. They bury the eggs in	c. to swim d. to be extinct
the sand. Once the eggs hatch , they travel back to	3. What place does the text describe?
the ocean. Many baby sea turtles do not survive	a. a river b. a pond or swamp c. a lake
this trip. People are trying to save the sea turtles.	d. the ocean
They block parts of the beach where eggs are	4. What does this text teach us?
found. They help keep the eggs safe. It is good to	a. how to catch turtles b. turtles could be extinct
try and save the sea turtles!	c. where to swim d. how to pet turtles
WORD WORK Color the words in the VOCABUIARY Copy	<u>l</u> / the 5 bold words
passage that match each category below: Words that start with /t/ from the passage. Use what you know to defin	
Words that end with /y/ Words with the short	
Words with the short 3	
Words with 2 syllables 5	
Passage 13 Copyright: Out of This World Literacy (Jen Bengel)	

"Why DO Lions Rour?"	<u>Understand It!</u>
Every lion roars . Most of the time they roar at	Answer the following questions after reading:
night. That is because the air is thin and the roar	I. What was a fact in the beginning of the text? a. mama lions roar loud
can be heard from far away. There are two	b. every lion roars c. lions roar to talk d. not every lion roars
reasons why lions roar. They roar to protect their	2. What does voice mean?
land and family. Male lions roar loud at night.	a. how we talk b. to not talk
They are telling other lions and animals to stay	c. to run d. to jump
away. Lions roar to talk to one another. Every	3. What place does the text describe?
lion has a different roar sound , just like every	a. in the day b. in the morning
human has a different voice. Mama lions have a	c. at night d. at lunch
gentle roar when they are with their cubs. Male	4. What does this text teach us?
lions use a softer roar when they are playing with	a. why lions roar b. how to catch a lion c. how to feed a lion
cubs. Listening to a lion roar is amazing!	d. how big lions are
WORD WORK Color the words in the VOCABUIARY Copy	J. Elal.
passage that match each category below: from the passage. Use	
Words that start with what you know to defin	ne each word:
Words that end with 2	
Words with the short 3	
/i/ sound Words with 2 syllables	
Passage 14 Copyright: Out of This World Literacy (Jen Bengel)	

"FAC+S AboU+ DOIPhins"	<u>Understand It!</u>
Dolphins are very playful animals. Most of them	Answer the following questions after reading:
live in oceans, but they are not fish. They are	I. What was a fact in the beginning of the text? a. dolphins surf waves
mammals because they have lungs. They cannot	b. dolphins chirp c. dolphins can see well d. dolphins are playful
breathe water like fish. They come above the	2. What does whistle mean?
water to breathe air. Dolphins are very friendly .	a. to cry b. to make a noise
They travel together in groups. These groups are	c. to jump d. to surf
called pods. Dolphins eat mostly small fish. They	3. What place does the text describe?
talk to each other by chirping . They even whistle!	a. a forest b. a lake
Dolphins are very smart. They like to jump and play.	c. an ocean d. a pool
They can even surf waves. Dolphins can see and	4. What does this text teach us?
hear really well. This makes it easy for them to	a. how long dolphins liveb. all about oceansc. all about dolphinsd. all about fish
find food.	
passage that match each category below: Words that start with /t/ Words that end with /y/ Words with the short /i/ sound from the passage. Use what you know to defi	
Words with 2 syllables 5	
Passage 15 Copyright: Out of This World Literacy (Jen Bengel)	

"The crossing guard" Understand It! Answer the following questions after reading: Some kids ride a bus to school. Some kids ride I. What fact is the most important? their bikes. Other kids get a ride from their mom a. kids ride bikes b. kids ride busses or dad. Some kids even walk to school. Kids who c. crossing guards smile d. crossing guards keep kids safe ride their bikes or walk to school have to cross 2. What do you think a busy streets. They need help from an adult to crossing guard might do? a. stop cars b. jump in front of cars cross the street **safely**. That is the job of a c. not help kids d. be mad at kids crossing guard. The crossing guard stands at the 3. What happens at the end of the text? corner of busy streets. He waits for kids to help a. kids ride a bus b. kids are not safe them cross the street. The crossing guard stands c. kids cross the street safely d. parents pick kids up in the middle of the road and stops traffic. Then 4. What is the text mainly kids can cross the street safely. Crossing guards about? a. crossing guards b. street lights have a very important job. c. how to ride a bike d. a school bus WORD WORK Color the words in the VOCabulary Copy the 5 bold words passage that match each category below: from the passage. Use context clues and what you know to define each word: Words that start with red /s/ & bluë Words with the short /o/ sound Words with capital green

(orange The last word in every sentence Passage 16 Copyright: Out of This World Literacy (Jen Bengel)

letters

U)

"GOINS TO THE DENTIST"		<u>understand It!</u>
Λ 1 1. I.	C 1 11	Answer the following questions after reading:
A dentist is a doctor who takes car	re ot your teeth.	I. What fact is the most
When you go for a checkup , your o	dentist will check	important? a. a dentist keeps our
your teeth and gums. He will look	teeth healthy b. floss your teeth c. clean your teeth	
You will get to sit in a giant dentist	chair. You can	d. look for cavities
put your feet up, lay back, and rel	ax . The dentist	2. What do you think a dentist might do?
will ask you to open your mouth ve	ry big. He will	a. give you candy b. give you sugar c. give you a toothbrush d. give you soda
clean your teeth. He will floss you	r teeth. He will	,
look for any cavities . Cavities are parts of the		3. What happens at the end of the text? a. floss your teeth
tooth that are sick. They need to	b. visit two times a year c. sit in the chair d. look for problems	
healthy teeth. You should visit the	dentist two times	4. What is the text mainly about?
each year. The dentist will help keep your teeth		a. a dentist chair b. a dentist visit
strong and healthy!		c. how to brush your teeth d. how to floss
\	VO O OLI LII OLOVI	
WOrd WOrk Color the words in the passage that match each category below:	VOCOBULORY Copy from the passage. Use	y the 5 bold words e context clues and
Words that start with /s/	what you know to defir	
Words with the short	2	
Words with capital letters	3	
The last word in every sentence	5	
h	is World Literacy (Jen Bengel)	

"What Happens in a Bal	rber Shop?"	<u>Understand It!</u>			
A barber shop is a place for boys o	and men to get	Answer the following questions after reading:			
their hair cut. Men can also have t	 What fact is the most important? a. they become friends b. they talk about life c. they talk about kids d. they talk about friends What do you think a barber might do? a. not be nice b. cut lots of hair c. not cut hair d. not like to talk What happens at the end of the text? a. a barber cuts hair b. shave whiskers c. barbers help people become friends d. a place to get hair cut What is the text mainly about? a. how to cut hair b. how to shave c. how to wash hair d. a barber shop 				
shaved at a barber shop. The peop					
are called barbers . Their job is to					
look good by cutting their hair. A kalso a place for people to talk. Lot					
stay to talk after they get their hair cut. People in a barber shop become friends. They come back for more haircuts. They talk about life. They talk about their kids and their friends. Barbers help people look good and they help people become friends.					
		Word Work Color the words in the passage that match each category below: Words that start with /s/	VOCOBUIORY Copy from the passage. Use what you know to defin		
		Words with the short /o/ sound Words with capital	3 		
letters The last word in every	叫				
rassage 18 copyright: Out of Th	is World Literacy (Jen Bengel)				

"A DOY in the Life of	<u>a farmer"</u>	Understand It!
A farmer is very busy every day.	He gets up early	Answer the following questions after reading:
to do many chores . He feeds the pigs, cows, and		I. What fact is the most important? a. clean the pigpen b. feed the pigs c. water the crops d. a farmer works hard 2. What do you think a farmer might do? a. watch a lot of movies b. take lots of naps c. be bored d. stay busy all day 3. What happens at the end of the text? a. feeds cows b. feeds chickens c. sells food for people to buy d. gathers eggs
chickens. He cleans the pigpen . He		
animals out. The farmer gathers e		
chickens. In the spring the farmer		
like corn, peas, and potatoes. In th		
farmer takes care of the crops . H		
fields. He keeps the weeds out. In the fall the		
farmer picks all the crops. He sells the food for		
people to buy. He keeps some for animals to eat.		
A farmer works hard to take care of the animals		4. What is the text mainly about?a. how to clean pigpens
and the crops.		b. a farmer's day c. how to plant core d. how to drive a tractor
WORD WORK Color the words in the	VOCABUIARY Copy	the 5 bold words
passage that match each category below: Words that start with /s/	from the passage. Use what you know to defin	context clues and
Words with the short /o/ sound	2	
Words with capital letters	3	
The last word in every sentence	5	
Passage 19 Copyright: Out of Th	is World Literacy (Jen Bengel)	

DO JOU WOITH TO BE OF IC		
		Answer the following questions after reading:
A taxi driver has many important jol	bs. He takes	I. What fact is the most
people where they need to go. A to	axi driver must	important? a. helps load luggage b. give change
think about the safest streets to dr	rive. He must	c. know the safest streets d. always smile
know the quickest way to get places	s too. A taxi	2. What do you think a
driver does not just drive people from	taxi driver might do? a. get lost while driving b. not help load luggage	
place. He also helps load things in ar	c. let the car get messy d. give people rides	
car. Many people use a taxi when the	hey leave an	3. What happens at the end of the text?
airport. They have luggage to carry	•	shape
also has to collect money. He must g		b. load things in car c. find the quickest way d. find the safest streets
too. A taxi driver should keep his co	ar clean. He	4. What is the text mainly about?
should keep the car in good shape.	Do you want to	a. asking for directions b. taxi drivers jobs
be a taxi driver?		c. airports d. luggage
		opy the 5 bold words Use context clues and
	what you know to de	
Words with the short /o/ sound	2	
	3	
	장 중	
harra 20	World Literacy (Jen Bengel)

"SOM LOVES SCHOOI"

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He coughed again. The tickle was still there. Sam went downstairs to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was bringing ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was happy to go back to school.

"MY Little Sister Droois"

My little sister drools. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much. Everyone thinks she is so cute, but not me. I think she is sloppy. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby slime on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

"MY MCSSY ROOM"

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my bookshelf. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she bribed me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

"It'S Good to Share"

Jonah loved to share. Adam did not like to share. Jonah and Adam were in first grade together. They were friends. Every day Jonah gave Adam a sticker, just because. Jonah liked how sharing made him feel. Adam forgot his lunch one day. Jonah gave Adam almost all his food. Jonah was very hungry. But sharing with Adam made him happy. One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad. The teacher saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He promised

to share better.

"YOU ARE NOT MY BOSS!"

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a bully too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will scream." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do again.

"MY COH CON TOIK"

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked shy. Then she said, "yes, but I was too scared to tell you." I told her that I was so excited she could talk. After that day Zoe never stopped talking. Now she is my best friend!

"The Magic Rock"

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She wished for pizza. All of a sudden there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started pouring down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

"Caden's Lucky Snack"

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a handful of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden forgot to eat his lucky peanuts before school. He was not the fastest runner that day. He was the slowest. His friends teased him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

"A Secret Present"

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special package for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she noticed the box was moving. Then she heard some squeaking inside the box. Sadie laughed. What could be inside? She ripped the box open. Inside were two chipmunks. One had a guitar. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

"MY Three Wishes"

I have a fairy grandma named Rose. Every year she comes to visit me in the summer. She grants me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She waved her magic wand and poof! I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our backyard. I cannot wait to teach my puppies how to swim!

"HOW to COtch O Frog"

Some people love to catch frogs. The first thing you need to do is find frogs. They live in ponds or swamps. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very quiet and sneak up to it. Get your net ready. When you are close, quickly cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a bucket. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

"What Will you see at the zoo?"

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will probably see many different types of fish. They will be swimming in **giant** tanks. Many kinds of birds will be there too. The biggest animals you will see are mammals. All mammals have hair or fur. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should carry a notebook. Make a list of all the animals you see.

Have fun at the zoo!

"Save the sea turtles"

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at risk of being extinct. Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They bury the eggs in the sand. Once the eggs hatch, they travel back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to

"Why do Lions Roar?"

Every lion roars. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to protect their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar sound, just like every human has a different voice. Mama lions have a gentle roar when they are with their cubs. Male lions use a softer roar when they are playing with cubs.

Listening to a lion roar is amazing!

"FOICHS About Dolphins"

Dolphins are very playful animals. Most of them live in oceans, but they are not fish. They are mammals because they have lungs. They cannot breathe water like fish. They come above the water to breathe air. Dolphins are very **friendly**. They travel together in groups. These groups are called pods. Dolphins eat mostly small fish. They talk to each other by chirping. They even whistle! Dolphins are very smart. They like to jump and play. They can even surf waves. Dolphins can see and hear really well. This makes it easy for them to find food.

"The crossing guard"

Some kids ride a bus to school. Some kids ride their bikes. Other kids get a ride from their mom or dad. Some kids even walk to school. Kids who ride their bikes or walk to school have to cross busy streets. They need help from an adult to cross the street safely. That is the job of a crossing guard. The crossing guard stands at the corner of busy streets. He waits for kids to help them cross the street. The crossing guard stands in the middle of the road and stops traffic. Then kids can cross the street safely. Crossing guards have a very important job.

"Going to the Dentist"

A dentist is a doctor who takes care of your teeth. When you go for a **checkup**, your dentist will check your teeth and gums. He will look for any problems. You will get to sit in a giant dentist chair. You can put your feet up, lay back, and **relax**. The dentist will ask you to open your mouth very big. He will clean your teeth. He will floss your teeth. He will look for any cavities. Cavities are parts of the tooth that are sick. They need to be fixed to have healthy teeth. You should visit the dentist two times each year. The dentist will help keep your teeth strong and healthy!

"What Happens in a Barber Shop?"

A barber shop is a place for boys and men to get their hair cut. Men can also have their whiskers shaved at a barber shop. The people who cut hair are called **barbers**. Their **job** is to help everyone look good by cutting their hair. A barber shop is also a place for people to talk. Lots of times people stay to talk after they get their hair cut. People in a barber shop become friends. They come back for more haircuts. They talk about life. They talk about their kids and their friends. Barbers help people look good and they help people become friends.

"A DOY in the Life of a Farmer"

A farmer is very busy every day. He gets up **early** to do many chores. He feeds the pigs, cows, and chickens. He cleans the pigpen. He lets all the animals out. The farmer gathers eggs from the chickens. In the spring the farmer plants crops like corn, peas, and potatoes. In the summer the farmer takes care of the crops. He waters the fields. He keeps the weeds out. In the fall the farmer picks all the crops. He sells the food for people to buy. He keeps some for animals to eat. A farmer works hard to take care of the animals and the crops.

"DO YOU Want to be a Taxi Driver?"

A taxi driver has many **important** jobs. He takes people where they need to go. A taxi driver must think about the safest streets to drive. He must know the quickest way to get places too. A taxi driver does not just drive people from place to place. He also helps load things in and out of the car. Many people use a taxi when they leave an airport. They have luggage to carry. A taxi driver also has to collect money. He must give change back too. A taxi driver should keep his car clean. He should keep the car in good shape. Do you want to be a taxi driver?

"SOM LOVES SCHOOI"

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He coughed again. The tickle was still there. Sam went downstairs to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was bringing ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school. Understand It! Answer the following questions after reading: 4. What food was

- I. What was the 2. How did Sam feel 3. What was the main Sam going to problem? about missing school? idea in the story? miss at school? a. Sam did not like school a. Sleeping a. happy a. ice cream b. Sam was sick b. mad b. dreams b. cookies c. Sam had a bad dream c. scared c. missing school c. cake d. Sam was happy d. sad d. math d. pizza
- WOrd WOr \underline{K} Color the words in the passage VOCOBUIONY Copy the 5 **bold** words from the passage. Use context clues and what you know to that match each category below: define each word: Words that start @red with a vowel
 - ¿ blue Words with 2 letters Words with the short
 - *e*green /a/ sound 即 *c*orange Words that start with
- Passage 1 Copyright: Out of This World Literacy (Jen Bengel)

'MY Little Sister Drools"

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much. Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

<u>Understand It!</u> Answer the following questions after reading:

Words with the short

Words that start with

/a/ sound

- I. What was the 4. Why did the narrator 2. What did most people 3. What was the main problem? start to cry? do when Bella drooled? idea in the story? a. Bella giggled a. drool was on the a. got mad a. baby giggles b. Bella drooled shirt b. think she was cute b. new shirts c. Bella cried all the b. mom laughed c. put her to bed c. drooling time c. she was happy d. they did nothing d. shopping d. Bella did not nap d. she got hurt
- WORD WORK Color the words in the passage that match each category below:

 Words that start with a vowel

 Words with 2 letters

 VOCOBUIORY

 Copy the 5 bold words from the passage. Use context clues and what you know to define each word:
 - 2_____
 - <u>Щ</u>_____
 - Copyright: Out of This World Literacy (Jen Bengel)
- Passage 2 /h/
 Copyright:

*e*green

corange

MCSSY ROOM"

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my bookshelf. My clothes are piled on the floor. I like my messy room, but my mom does not.

She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is.

Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell.

One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

Understand It! Answer the following questions after reading:

- 2. How did Jackson feel 3. What was the main 4. What was one thina I. What was the about cleaning? messy in Jackson's problem? idea in the story? room?
 - a. he would not clean a. his room was clean a. happy
 - b. his mom was happy b mad b his mam cleaned
 - c. his room was messy c. stubborn c. Jackson ate candy
 - b. shoes in the bed c. toys on the floor d. Jackson was happy d. excited d. toys on the floor d. clothes in the bed

a. food on the floor

WOrd WOr \underline{K} Color the words in the passage VOCOBUIONY Copy the 5 bold words from the passage. Use context clues and what you know to that match each category below: define each word: Words that start (red with a vowel **Eblue** Words with 2 letters

Words with the short green /a/ sound 叫 *c*orange Words that start with

Passage 3 Copyright: Out of This World Literacy (Jen Bengel)

"It'S GOOd tO Share"

Jonah loved to share. Adam did not like to share. Jonah and Adam were in first grade together. They were friends. Every day Jonah gave Adam a sticker, just because. Jonah liked how sharing made him feel. Adam forgot his lunch one day. Jonah gave Adam almost all his food. Jonah was very hungry. But sharing with Adam made him happy. One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad. The teacher saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He **promised** to share better. Understand It! Answer the following questions after reading: 3. What was the main 4. What were some

Words that start

Words with the short

Words that start with

with a vowel

/a/ sound

- I. What was the 2. How did Jonah feel problem?
 - a. Jonah did not share a. it made him happy
 - b. Jonah shared b. it made him mad
 - c. Adam shared c. it made him sad
 - d. Adam did not share d. it made him tired

WORD WORK | Color the words in the passage

that match each category below:

- idea in the story? about sharing? a. school
 - b. snack time c. sharing
- d. stickers d. candy VOCAbUIALY Copy the 5 bold words from the passage. Use context clues and what you know to

things Jonah shared?

a. stickers

b. markers

c. crayons

- Words with 2 letters

 - 3

define each word:

- 叫
- Copyright: Out of This World Literacy (Jen Bengel)
- *e*green *c*orange

(red

blue

Passage 4

"YOU ARE NO+ MY BOSS!"

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She stared at me with a mean look on her face. Matilda was a bully too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will scream." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do again.

Understand It! Answer the following questions after reading:

I. What was the 2. How did Ethan feel 3. What was the main

about Matilda?

a. Matilda is bossy a. she was nice

problem?

(red

¿ blue

*e*green

corange

- b. Ethan is bossy
- c. Matilda lost her pencil !
- d. Matilda was nice

that match each category below:

 $WOCd\ WOCK$ Color the words in the passage

c. she was bossy d. she was kind

Words that start

Words with 2 letters

Words with the short

with a vowel

- b. she was fun

- idea in the story? want Ethan to do? a. playing at school a. pick up her pencil

4. What did Matilda

b. do her homework

c. pick up her marker

d. pick up her paper

- b. Matilda being bossy
- c. Ethan being bossy
- d. Ethan was a bully
- Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- 即
- Words that start with
- Passage 5 Copyright: Out of This World Literacy (Jen Bengel)

/a/ sound

"MY COH CON TOIK"

My cat is named Zoe. She is a very special cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" shocked. I turned around to look at my cat. She just smiled with her whiskers up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend! Understand It! Answer the following questions after reading: I. Which event from the 2. What do most kids 4. What does yelled 3. What happened before: story can not happen in think about a cat mean? Zoe yelled, "STOP" real life? who talks? a. she did not know the a. to whisper a. having a cat a. it is not cool pan was hot b. to talk quiet b. burning your hand b. it is bad b. Zoe smiled c. to laugh c. a cat talking c. it is very cool c. Zoe looked shy d. to scream d. a cat with whiskers d. Zoe was not scared d. they would not like it i $WO\Gamma d \ WO\Gamma K \mid$ Color the words in the passage VOCOBUIOITY Copy the 5 bold words from the passage. Use context clues and what you know to that match each category below: define each word: $ar{}$ Words that end with a red vowel

blue Words with 3 letters 3 Words with the short *(*green /e/ sound 叫 Words that start with *c*orange /w/ Passage 6 Copyright: Out of This World Literacy (Jen Bengel)

"The Magic Rock"

One day Katie was walking to school when she saw a purple rock.

The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She wished for pizza. All of a **sudden** there was hot pizza on her plate! Katie was surprised. At recess she rubbed the rock again. This time she

wished for a big rain storm to come. Right away the clouds came. The rain started pouring down on Katie and her friends. Katie knew

she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

Understand It! Answer the following questions after reading:

- I. Which event from the 2. What do most kids story can not happen think about having a magic rock? in real life?
 - a. finding a rock a. it is not cool
 - b. it is scary b. eating pizza

d. a magic rock

@red

Eblue

green

- c. a rain storm
 - c. it is very cool d. they would not like it
- $WO\Gamma d \ WO\Gamma K \mid$ Color the words in the passage that match each category below:

ullet Words that end with a

Words with 3 letters

Words with the short

3. What happened right 4. What does smooth before the rain came? mean? a. the clouds came a. big b. Katie ate pizza b. soft

c. bumpy

d. hard

- c. Katie picked up a rock
- d. Katie wished for pizza
- Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- 叫
- /e/ sound Words that start with corange /w/

vowel

- Passage 7
 - Copyright: Out of This World Literacy (Jen Bengel)

"Caden's Lucky Snack"

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a secret that makes him go fast. He eats a handful of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden forgot to eat his lucky peanuts before school. He was not the fastest runner that day. He was the slowest. His friends teased him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

Understand It! Answer the following questions after reading:

- I. Which event from the 2. What do most kids ! 4. What does slowest 3. What happened story can not happen right before Caden think about having mean? in real life? a lucky snack? was sad? a. just a little slow a. peanuts make you a. it would be awesome b. slower than a. he ran fast run fast everyone b. it would not be good b. he ate peanuts b. running fast c. Fast c. his friends teased him c. it would be bad c. eating peanuts d. faster than everyone d. it would be scary d. he was the fastest d. running slow
- that match each category below: ullet Words that end with a e red vowel

WOrd WOrk | Color the words in the passage

- blue Words with 3 letters Words with the short *e*green
- /e/ sound Words that start with *c*orange

Passage 8

/w/

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

3

叫

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"A Secret Present"

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special package for Sadie's birthday. Sadie could not wait to open her present from grandma.

Just as she was about to open it, she noticed the box was moving.

Then she heard some **squeaking** inside the box. Sadie laughed.

What could be inside? She ripped the box open. Inside were two chipmunks. One had a guitar. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie.

Everyone laughed. It was the best present!

Understand It! Answer the following questions after reading:

ullet Words that end with a

- I. Which event from the ! 2. What do most kids story can not happen think about singing in real life? chipmunks?
- a. getting presents a. they are real b. they are not funny b. singing chipmunks
- c. they are not real c. ripping open a present d. they would not like it d. a cat with whiskers

 $WO\Gamma d \ WO\Gamma K \mid$ Color the words in the passage

that match each category below:

e red

- 3. What happened before Sadie heard something
 - a. the box was moving b. she laughed
 - c. she saw chipmunks

squeaking?

- d. chipmunks were singing
- 4. What does best mean?
 - a. not that good b. to not like
 - something c. something really
 - aood d. to be scared
- VOCOBUIONY Copy the 5 bold words from the passage. Use context clues and what you know to define each word:
- 3
- 叫
- blue Words with 3 letters Words with the short green

vowel

- /e/ sound Words that start with *c*orange /w/
- Passage 9 Copyright: Out of This World Literacy (Jen Bengel)

"MY Three Wishes"

I have a fairy grandma named Rose. Every year she comes to visit me in the summer. She grants me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She waved her magic wand and poof! I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our backyard. I cannot wait to teach my puppies how to swim!

<u>Understand It!</u> Answer the following questions after reading:

d. playing video games

4. What does giant I. Which event from the 2. What do most kids : 3. What happened before story can not happen think about the the fairy arandma mean? fairy grandma? waved her magic wand? in real life? a. really big a. she is real a. she named the puppy b. short a. getting a puppy b. she came to visit b. swimming in a pool b. she would be scarv c. really small c. she got a pool c. having a fairy grandma! c. she would be mean d. tiny

d. she went swimming

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

Words that end with a vowel

VOCOBUIORY

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

d. she would be the best

- Words with 3 letters

 Words with the short

 3
- /e/ sound
 Words that start with
 Words that start with

Passage 10 Copyright: Out of This World Literacy (Jen Bengel)

/w/

"HOW to COtCh O Frog"

Some people love to catch frogs. The first thing you need to do is find frogs. They live in ponds or swamps. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very quiet and sneak up to it. Get your net ready. When you are close, quickly cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a bucket. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

<u>Understand It!</u> Answer the following questions after reading:

I. What was a fact in the 2. What does sneak ¦ 3. What place does 4. What does this text beginning of the text? the text describe? mean? teach us? a. to be loud a. how to catch fish a. they live in ponds a. a river b. get a tall bucket b. to run b. a pond or swamp b. how to swim c. frogs will not jump c. to move quietly c. a lake c. how to jump d. use a pole to catch frogs d. to jump d. the ocean d. how to catch froas

VOCOBUIONY

that match each category below:

Words that start with

/t/

WOrd WOr \underline{K} Color the words in the passage

- Words that end in /y/
 Words with the short
- Vords with 2 syllables

Passage 11

Copy the 5 bold words from the

ଅ_____ ବ

吸______ 叫_____

<u>5____</u>

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What Will you see at the zoo?"

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will probably see many different types of fish. They will be swimming in giant tanks. Many kinds of birds will be there too. The biggest

Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals vou see. Have fun at the zoo!

animals you will see are mammals. All mammals have hair or fur.

Understand It! Answer the following questions after reading:

- I. What was a fact in 2. What do mammals ¦ 3. What place does ¦ 4. What does this text the text describe? the beginning of the have? teach us? a. fur or hair a. a forest a. how old animals are b. where to find a zoo a. you will see mammals b teeth b. a zoo
- c. what animals are in a b. all mammals have fur c. scales c. a jungle
- c. you will see reptiles d. four legs d. a river d. how big animals are d. you will see giraffes

VOCOBUIONY

 $WOCd\ WOCK$ Color the words in the passage Copy the 5 bold words from the passage. Use context clues and what you know to that match each category below: define each word: e red Mords that start with blue Words that end in /y/

3 Words with the short *(*green /i/ sound 即

*c*orange Nords with 2 syllables

Passage 12 Copyright: Out of This World Literacy (Jen Bengel)

"Save the sea turtles"

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at risk of being extinct. Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they travel back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They block parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

Understand It! Answer the following questions after reading:

- I. What was a fact in 4. What does this text 2. What does survive ! 3. What place does the beginning of the teach us? mean? the text describe? text? a. how to catch turtles a. to live a. a river a. baby turtles hatch b. turtles could be b. to crawl b. a pond or swamp b. they bury eggs extinct c. to swim c. a lake c. people save turtles c. where to swim d to be extinct d. the ocean d. they live in oceans
- that match each category below: e red Mords that start with

WOrd WOrk \mid Color the words in the passage

- blue Words that end in /y/ Words with the short *(*green /i/ sound
- *c*orange Nords with 2 syllables

Passage 13

d. how to pet turtles VOCABUIARY Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- 即

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"Why Do Lions Roar?"

Every lion roars. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to protect their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar sound, just like every human has a different voice. Mama lions have a gentle roar when they are with their cubs. Male lions use a softer roar when they are playing with cubs. Listening to a lion roar is amazing!

Understand It! Answer the following questions after reading:

- I. What was a fact in 2. What does voice 3. What place does 4. What does this the beginning of the the text describe? mean? text teach us? text? a. in the day a. how we talk a. why lions roar a. mama lions roar loud b. in the morning b. how to catch a lion b. to not talk b. every lion roars c. at night c. how to feed a lion c. to run c. lions roar to talk d. at lunch d. how big lions are d. to jump
- WORD WORK | Color the words in the passage that match each category below:

 Words that start with | VOCOBUIORY | Copy the 5 bold words from the passage. Use context clues and what you know to define each word:
- Words that end in /y/

 Words with the short

 (i/ sound

d. not every lion roars

/i/ sound
Words with 2 syllables

Words with 2 syllables

Passage 14 Copyright: Out of This World Literacy (Jen Bengel)

"FOC+S About Dolphins"

Dolphins are very playful animals. Most of them live in oceans, but they are not fish. They are mammals because they have lungs. They cannot breathe water like fish. They come above the water to breathe air. Dolphins are very **friendly**. They travel together in groups. These groups are called pods. Dolphins eat mostly small fish. They talk to each other by chirping. They even whistle! Dolphins are very smart. They like to jump and play. They can even surf waves. Dolphins can see and hear really well. This makes it easy for them to find food. Understand It! Answer the following questions after reading: I. What was a fact in 2. What does whistle ¦ 3. What place does ¦ 4. What does this text the beginning of the mean? the text describe? teach us? text? a. to cry a. a forest a. how long dolphins live a. dolphins surf waves b. to make a noise b. a lake b. all about oceans b. dolphins chirp c. to jump c. an ocean c . all about dolphins c. dolphins can see well d. to surf d. a pool d. all about fish d. dolphins are playful WORD WORK | Color the words in the passage VOCOBUIONY Copy the 5 bold words from the passage. Use context clues and what you know to that match each category below: define each word: @red >> Words that start with blue \nearrow Words that end in /y/3 Words with the short (green /i/ sound 即 *c*orange Nords with 2 syllables

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"The crossing guard"

Some kids ride a bus to school. Some kids ride their bikes. Other kids get a ride from their mom or dad. Some kids even walk to school. Kids who ride their bikes or walk to school have to cross busy streets. They need help from an adult to cross the street safely. That is the job of a crossing guard. The crossing guard stands at the corner of busy streets. He waits for kids to help them cross the street. The crossing guard stands in the middle of the road and stops **traffic**. Then kids can cross the street safely. Crossing guards have a very important job.

Understand It! Answer the following questions after reading:

- I. What fact is the ! 2. What do you think a 3. What happens at the 4. What is the text most important? crossing guard might end of the text? mainly about? 903 a. kids ride bikes a kids ride a bus a. crossing guards b. kids ride busses a. stop cars b. kids are not safe b. street lights c. crossing guards smile i b. jump in front of cars c. kids cross the street c. how to ride a bike safely d. crossing guards keep c. not help kids d. a school bus d. parents pick kids up kids safe d. be mad at kids WOrd Work Color the words in the passage VOCOBUIOITY Copy the 5 bold words from the that match each category below: passage. Use context clues and what you know to define each word:
 - Words that start with @red Nords with the short *bluë* /o/ sound
 - green letters *c*orange

The last word in every sentence

) Words with capital

3 即

Passage 16 Copyright: Out of This World Literacy (Jen Bengel)

"Going to the Dentist"

A dentist is a doctor who takes care of your teeth. When you go for a checkup, your dentist will check your teeth and gums. He will look for any problems. You will get to sit in a giant dentist chair. You can put your feet up, lay back, and relax. The dentist will ask you to open your mouth very big. He will clean your teeth. He will floss your teeth. He will look for any cavities. Cavities are parts of the tooth that are sick. They need to be fixed to have healthy teeth. You should visit the dentist two times each year. The dentist will help keep your teeth strong and healthy!

<u>Understand It!</u> Answer the following questions after reading:

- 4. What is the text I. What fact is the 2. What do you think a 3. What happens at the mainly about? most important? dentist might do? end of the text? a. a dentist chair a. floss your teeth a. a dentist keeps our a. give you candy b. a dentist visit teeth healthy b. give you sugar b. visit two times a year b. floss your teeth c. how to brush your c. sit in the chair c. give you a toothbrush c. clean your teeth teeth d. look for problems d. give you soda d look for cavities d. how to floss
- WORD WORK Color the words in the passage that match each category below:

 Words that start with /s/

 Words with the short /o/ sound

 VOCOIDUIONY

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

 2
 - Words with capital letters

 The last word in every
- sentence 5

 Passage 17

 Copyright: Out of This World Literacy (Jen Bengel)

"What Happens in a Barber Shop?"

A barber shop is a place for boys and men to get their hair cut.

Men can also have their whiskers shaved at a barber shop. The people who cut hair are called barbers. Their job is to help

everyone look good by cutting their hair. A barber shop is also a place for people to talk. Lots of times people stay to talk after

they get their hair cut. People in a barber shop become friends. They come back for more haircuts. They talk about life. They talk

about their kids and their friends. Barbers help people look good and they help people become friends.

Understand It! Answer the following questions after reading:

- I. What fact is the most ! 2. What do you think a 4. What is the text 3. What happens at the mainly about? important? barber might do?
- a. a barber cuts hair a. how to cut hair a. they become friends a. not be nice
- b. shave whiskers
- b. cut lots of hair b. they talk about life
- c. not cut hair c. they talk about kids
- d. they talk about friends d. not like to talk
- WORD WORK | Color the words in the passage that match each category below:
- Words that start with @red
- Nords with the short *blue* /o/ sound
- **)** Words with capital (green letters *c*orange
 - The last word in every sentence

- end of the text?
- c. barbers help people
 - become friends d. a place to get hair cut
- VOCOBUIONY Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

b. how to shave

d. a barber shop

c. how to wash hair

- 3
- 即

Passage 18 Copyright: Out of This World Literacy (Jen Bengel)

"A DOY IN the Life of a Farmer"

A farmer is very busy every day. He gets up early to do many chores. He feeds the pigs, cows, and chickens. He cleans the pigpen. He lets all the animals out. The farmer gathers eggs from the chickens. In the spring the farmer plants crops like corn, peas, and potatoes. In the summer the farmer takes care of the crops. He waters the fields. He keeps the weeds out. In the fall the farmer picks all the crops. He sells the food for people to buy. He keeps some for animals to eat. A farmer works hard to take care of the animals and the crops.

<u>Understand It!</u> Answer the following questions after reading:

- 3. What happens at I. What fact is the 2. What do you think a 4. What is the text farmer might do? the end of the text? mainly about? most important? a feeds cows a. clean the pigpen a. watch a lot of movies a. how to clean pigpens b. feeds chickens b. take lots of naps b. a farmer's day b. feed the pigs c. sells food for people c. be bored c. how to plant core c. water the crops to buy d how to drive a tractor d. a farmer works hard d. stay busy all day d. gathers eggs
- WORD WORK Color the words in the passage that match each category below:

 Words that start with /s/

 Words with the short /o/ sound

 A. gathers eggs

 VOCOIDUIORY

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

 Words with the short /o/ sound
 - Words with capital letters

 The last word in every sentence

Passage 19 Copyright: Out of This World Literacy (Jen Bengel)

"DO YOU Want to be a Taxi Driver?"

A taxi driver has many important jobs. He takes people where they need to go. A taxi driver must think about the safest streets to drive. He must know the quickest way to get places too. A taxi driver does not just drive people from place to place. He also helps load things in and out of the car. Many people use a taxi when they leave an airport. They have luggage to carry. A taxi driver also has to collect money. He must give change back too. A taxi driver should keep his car clean. He should keep the car in good shape. Do you want to be a taxi driver?

Understand It! Answer the following questions after reading:

Nords with the short

- I. What fact is the 1 2. What do you think a 1 3. What happens at the 1 4. What is the text most important? I taxi driver might do? I end of the text? I mainly about?

 a. helps load luggage I a. get lost while driving b. give change I b. not help load luggage I b. not help load luggage I b. not help load luggage I b. taxii daiwana isha
 - b. give change
 c. know the safest
 c. let the car get messy
 c. let the c
 - streets
 d. give people rides
 d. find the quickest way
 d. find the safest streets

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

Words that start with

VOCOBUIORY

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

2_____

d. luggage

③_____ 叫

<u>_____</u>___

Words with capital letters

The last word in every

/o/ sound

e blue

sentence
Copyright: Out of This World Literacy (Jen Bengel)

"Sam Loves School"	<u>Understand It!</u>
	Answer the following questions after reading:
Sam loves school. He can't wait to go to school	I. What was the problem? a. Sam did not like school
every day. One day Sam woke up with a tickle in	b. Sam was sick
his mouth. He coughed. The tickle did not go away.	c. Sam had a bad dream d. Sam was happy
He coughed again. The tickle was still there. Sam	2. How did Sam feel about missing school?
went downstairs to tell his mom. His mom felt	a. happy b. mad c. scared
Sam's head. She told him he was sick and he should	d. sad
go back to bed. Sam was sad. He did not want to	3. What was the main idea in the story?
miss school. Today his teacher was bringing ice	a. Sleeping b. dreams c. missing school
cream to school. Sam's mom said he could have ice	d. math
cream at home. That made Sam feel a little	4. What food was Sam going to miss at school? a. ice cream
better. The next day his tickle was gone. Sam was	b. cookies c. cake d. pizza
happy to go back to school.	·
WORD Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category: WOCOBUIOTY The passage. Use conte know to define each wo	· ·
(blue) 3	
green U	
5	
Passage 1 Copyright: Out of This World Literacy (Jen Bengel)	

<u>understand It!</u>
Answer the following questions after reading:
I. What was the problem? a. Bella giggled b. Bella drooled c. Bella cried all the time d. Bella did not nap
 What did most people do when Bella drooled? a. got mad b. think she was cute c. put her to bed d. they did nothing What was the main idea in the story? a. baby giggles b. new shirts c. drooling d. shopping Why did the narrator start to cry? a. drool was on the shirt b. mom laughed c. she was happy d. she got hurt
the 5 bold words from t clues and what you d:

"MY MCSSY ROOM"	<u>Understand It!</u>
My name is Jackson. I have a messy room. My	Answer the following questions after reading:
toys are all over the floor. My books are falling off	I. What was the problem? a. his room was clean b. his mom was happy
my bookshelf . My clothes are piled on the floor. I	c. his room was messy d. Jackson was happy
like my messy room, but my mom does not. She	2. How did Jackson feel about cleaning?
says I am living like a pig. My mom is always asking	a. happy b. mad
me to clean my room. I never want to. I tell her I	c. stubborn d. excited
know where everything is. Sometimes she gets	3. What was the main idea in the story?
mad at me. But I am stubborn . I still will not clean	a. he would not clean b. his mom cleaned c. Jackson ate candy
my room. Mom says my room smells bad, but I like	d. toys on the floor
the smell. One day she bribed me. She promised	4. What was one thing messy in Jackson's room?
me candy if I cleaned. So I did. The candy was	a. food on the floor b. shoes in the bed
great! Everyone was happy.	c. toys on the floor d. clothes in the bed
WORD Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category: know to define each wo	•
(Colue) 3	
Green U	
5	
Passage 3 Copyright: Out of This World Literacy (Jen Bengel)	

"It'S Good to Share"	Understand It!
Jonah loved to share. Adam did not like to share.	Answer the following questions after reading:
Jonah and Adam were in first grade together.	I. What was the problem? a. Jonah did not share b. Jonah shared
They were friends . Every day Jonah gave Adam a	c. Adam shared d. Adam did not share
sticker, just because. Jonah liked how sharing made	2. How did Jonah feel about sharing?
him feel. Adam forgot his lunch one day. Jonah	a. it made him happy b. it made him mad
gave Adam almost all his food. Jonah was very	c. it made him sad d. it made him tired
hungry. But sharing with Adam made him happy.	3. What was the main idea in the story?
One day Jonah forgot his lunch. Adam did not	a. school b. snack time c. sharing
share his food with Jonah. Jonah was sad. The	d. stickers4. What were some things
teacher saw Jonah sad. She gave him all her food.	Jonah shared? a. stickers
Adam felt bad then. He said he was sorry. He	b. markers c. crayons d. candy
promised to share better.	
WORD Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category: know to define each wo	•
(blue) 3	
Green J.	
5	
Passage 4 Copyright: Out of This World Literacy (Jen Bengel)	

"YOU ARE NOT MY BOSS!"	<u>Understand It!</u>
Matilda is bossy . She tells everyone in school what	Answer the following questions after reading:
to do. One day she told me to pick up her paper.	I. What was the problem? a. Matilda is bossy
"You are not my boss," I said. She stared at me	b. Ethan is bossy c. Matilda lost her pencil d. Matilda was nice
with a mean look on her face. Matilda was a bully	2. How did Ethan feel about Matilda?
too. She was mean until she got her way. But I	a. she was nice b. she was fun
was not going to let her tell me what to do. She	c. she was bossy d. she was kind
told me again to pick up her paper. I still said no.	3. What was the main idea in the story?
She said, "Ethan, if you do not pick up my paper, I	a. playing at school b. Matilda being bossy c. Ethan being bossy
will scream ." I was not scared. I still said no.	d. Ethan was a bully
Matilda's face turned red, but she did not scream.	4. What did Matilda want Ethan to do?
It felt good to stand up to the bossy Matilda. She	a. pick up her pencil b. do her homework c. pick up her marker d. pick up her paper
never told me what to do again .	an provide that paper
WORD Write a word work category next to each crayon below. Then, color the words in the passage that match each category: VOCOBUIORY the passage. Use conte	•
(blue) 2	
3	
5	
Passage 5 Copyright: Out of This World Literacy (Jen Bengel)	

"MY CO+ CON TOIK"	<u>Understand It!</u>
My cat is named Zoe. She is a very special cat	Answer the following questions after reading:
because she can talk! I did not even know Zoe	I. Which event from the story can not happen in real life?
could talk until one day when ${\rm I}$ was in the kitchen.	a. having a cat b. burning your hand c. a cat talking
I went to grab a pan on the stove. I did not know	d. a cat with whiskers
it was very hot. Zoe yelled, "STOP, do NOT touch	2. What do most kids think about a cat who talks?
that!" I was shocked . I turned around to look at	a. it is not cool b. it is bad c. it is very cool d. they would not like it
my cat. She just smiled with her whiskers up in	3. What happened before Zoe yelled, "STOP"
the air. "Zoe, you can talk?" I asked. Zoe looked	a. she did not know the pan was hot
${f shy}$. Then she said, "yes, but I was too scared to	b. Zoe smiled c. Zoe looked shy
tell you." I told her that I was so $\operatorname{\textbf{excited}}$ she	d. Zoe was not scared 4. What does yelled
could talk. After that day Zoe never stopped	mean? a. to whisper
talking. Now she is my best friend!	b. to talk quiet c. to laugh d. to scream
WORD WORK Write a word work category next to each crayon below. Then, color the words in the passage that match each category: Nocabulary Copy the passage. Use context know to define each words.	•
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Passage 6 Copyright: Out of This World Literacy (Jen Bengel)	

"The Magic Rock"	<u>understand It!</u>
One day Katie was walking to school when she saw	Answer the following questions after reading:
a purple rock. The rock was smooth and it looked	I. Which event from the story can not happen in real life?
special. Katie picked it up and put it in her pocket.	a. finding a rock b. eating pizza c. a rain storm
At lunch she rubbed the rock. She wished for pizza.	d. a magic rock
All of a sudden there was hot pizza on her plate!	2. What do most kids think about having a magic rock?
Katie was surprised . At recess she rubbed the	a. it is not cool b. it is scary
rock again. This time she wished for a big rain	c. it is very cool d. they would not like it
storm to come. Right away the clouds came. The	3. What happened right before the rain came?
rain started pouring down on Katie and her friends.	a. the clouds came b. Katie ate pizza
Katie knew she had a magic rock. She spent the	c. Katie picked up a rock d. Katie wished for pizza
rest of the day thinking of what she would wish	4. What does smooth mean?
for next. She was so excited!	a. big b. soft c. bumpy d. hard
WORD Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category: WOCOBUIORY The passage. Use conte know to define each wo	•
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Passage 7 Copyright: Out of This World Literacy (Jen Bengel)	

"Caden's Lucky Snack"	<u>understand It!</u>
	Answer the following questions after reading:
Caden can run really fast. He is much faster than	I. Which event from the story can not happen in
all the kids in his school. He runs as fast as a	real life? a. peanuts make you
cheetah. But Caden does not always run that fast.	run fast b. running fast c. eating peanuts
He has a secret that makes him go fast. He eats a	d. running slow
handful of lucky peanuts to make him run fast.	2. What do most kids think about having a lucky snack?
The peanuts have special powers. Only Caden and	a. it would be awesome b. it would not be good
his mom know about his lucky peanuts. One day	c. it would be bad d. it would be scary
Caden forgot to eat his lucky peanuts before	3. What happened right before Caden was sad?
school. He was not the fastest runner that day.	a. he ran fast b. he ate peanuts c. his friends teased him
He was the slowest. His friends teased him.	d. he was the fastest
Caden was sad. He never forgot to eat a handful	4. What does slowest mean?
of lucky peanuts ever again!	a. just a little slow b. slower than everyone c. fast d. faster than everyone
	the 5 bold words from
next to each crayon below. Then, color the words in the passage that match each category: know to define each wo	•
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Passage 8 Copyright: Out of This World Literacy (Jen Bengel)	

"A SECRE+ PRESEN+"	<u> Understand It!</u>
Today is Sadie's birthday. She is seven years old.	Answer the following questions after reading:
Her grandma lives far away. Every year she sends	I. Which event from the story can not happen in real life?
a special package for Sadie's birthday. Sadie could	a. getting presents b. singing chipmunks c. ripping open a present
not wait to open her present from grandma. Just	d. a cat with whiskers
as she was about to open it, she noticed the box	2. What do most kids think about singing chipmunks?
was moving. Then she heard some squeaking inside	a. they are real b. they are not funny c. they are not real
the box. Sadie laughed. What could be inside? She	d. they would not like it3. What happened before
ripped the box open. Inside were two chipmunks.	Sadie heard something squeaking?
One had a guitar. When the box opened, the	a. the box was moving b. she laughed c. she saw chipmunks
chipmunks started singing and dancing. They sang	d. chipmunks were singing
happy birthday to Sadie. Everyone laughed. It was	4. What does best mean?a. not that goodb. to not like something
the best present!	c. something really good d. to be scared
Word Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category: know to define each wo	
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Passage 9 Copyright: Out of This World Literacy (Jen Bengel)	

"MY Three Wishes" Understand It! Answer the following questions after reading: I have a fairy grandma named Rose. Every year I. Which event from the story can not happen in she comes to visit me in the summer. She grants real life? a. getting a puppy me three wishes each year. I can wish for b. swimming in a pool c. having a fairy grandma d. playing video games whatever I want. She is the nicest fairy grandma 2. What do most kids think ever! Last year I wished for a puppy, a new bike, about the fairy grandma? a. she is real b. she would be scary and a giant box of candy. She waved her magic c. she would be mean d. she would be the best wand and **poof**! I had all three things. I named my 3. What happened before the fairy grandma puppy Max. This year I am going to wish for waved her magic wand? a. she named the puppy another puppy. I love puppies. I am also going to b. she came to visit c. she got a pool d. she went swimming wish for more video games. My last wish is going 4. What does giant to be for a pool in our backyard. I cannot wait to mean? a. really big b. short teach my puppies how to swim! c. really small d. tiny WORD WORK | Write a word work category VOCUbUIUICY Copy the 5 **bold** words from next to each crayon below. Then, color the the passage. Use context clues and what you words in the passage that match each category: know to define each word: red (blue green *c*orange

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"HOW +0 CØ+Ch Ø FMO9" Understand It! Answer the following questions after reading: Some people love to **catch** frogs. The first thing I. What was a fact in the beginning of the text? you need to do is find frogs. They live in ponds or a. they live in ponds b. get a tall bucket swamps. You can find frogs in muddy spots by logs. c. frogs will not jump d. use a pole to catch frogs They may be sitting in the sun. Use a net to catch 2. What does sneak a frog. Once you see a frog, be very quiet and mean? a. to be loud sneak up to it. Get your net ready. When you are b. to run c. to move quietly d. to jump close, quickly cover the frog with the net. You have 3. What place does the text describe? to be fast or the frog will jump away! Move the a. a river b. a pond or swamp frog from the net into a bucket. Make sure the c. a lake d. the ocean bucket is tall enough so the frog does not jump out. 4. What does this text teach us? If you keep the frog, be sure to take good care of a. how to catch fish b. how to swim c. how to jump it at home! d. how to catch frogs WORD WORK | Write a word work category VOCUBUIUMY Copy the 5 **bold** words from next to each crayon below. Then, color the the passage. Use context clues and what you words in the passage that match each category: know to define each word: e red **Eblue C**green *c*orange

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"What Will You see at the zoo?"	<u>understand It!</u>
What animals will you see at the zoo? You will see	Answer the following questions after reading:
many different kinds of animals. You will see	I. What was a fact in the beginning of the text? a. you will see mammals
reptiles. Reptiles have scales on their skin. Some	b. all mammals have fur c. you will see reptiles d. you will see giraffes
reptiles you will see are snakes and alligators. You	2. What do mammals have?
will probably see many different types of fish.	a. fur or hair b. teeth
They will be swimming in giant tanks. Many kinds	c. scales d. four legs
of birds will be there too. The biggest animals you will see are mammals. All mammals have hair or	3. What place does the text describe? a. a forest
fur. Lions, tigers, bears, and giraffes are all	b. a zoo c. a jungle d. a river
mammals you will see at the zoo. You should carry a notebook. Make a list of all the animals you see. Have fun at the zoo!	4. What does this text teach us? a. how old animals are b. where to find a zoo c. what animals are in a zoo d. how big animals are
WORD Write a word work category next to each crayon below. Then, color the words in the passage that match each category: know to define each wo	•
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Passage 12 Copyright: Out of This World Literacy (Jen Bengel)	
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"Save the sea Turtles"	<u>understand It!</u>
Sea turtles live in oceans all over the world. They	Answer the following questions after reading:
have been on Earth for millions of years. But now	I. What was a fact in the beginning of the text? a. baby turtles hatch
some sea turtles are at risk of being extinct.	b. they bury eggs c. people save turtles d. they live in oceans
Extinct means that there would no longer be any	2. What does survive mean?
sea turtles on Earth. Sea turtles crawl onto sandy	a. to live b. to crawl
beaches to lay their eggs. They bury the eggs in	c. to swim d. to be extinct
the sand. Once the eggs hatch, they travel back to	3. What place does the text describe?
the ocean. Many baby sea turtles do not survive	a. a river b. a pond or swamp
this trip. People are trying to save the sea turtles.	c. a lake d. the ocean
They block parts of the beach where eggs are	4. What does this text teach us?
found. They help keep the eggs safe. It is good to	a. how to catch turtles b. turtles could be extinct
try and save the sea turtles!	c. where to swim d. how to pet turtles
WORD Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category: know to define each wo	•
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Passage 13 Copyright: Out of This World Literacy (Jen Bengel)	

"Why Do Lions Roar?"	<u>Understand It!</u>
Every lion roars . Most of the time they roar at	Answer the following questions after reading:
night. That is because the air is thin and the roar	I. What was a fact in the beginning of the text? a. mama lions roar loud
can be heard from far away. There are two	b. every lion roars c. lions roar to talk d. not every lion roars
reasons why lions roar. They roar to protect their land and family. Male lions roar loud at night.	2. What does voice mean?
They are telling other lions and animals to stay	a. how we talk b. to not talk c. to run d. to jump
away. Lions roar to talk to one another. Every lion	3. What place does the text describe?
has a different roar sound , just like every human has a different voice. Mama lions have a gentle	a. in the day b. in the morning c. at night d. at lunch
roar when they are with their cubs. Male lions use a softer roar when they are playing with cubs. Listening to a lion roar is amazing!	4. What does this text teach us? a. why lions roar b. how to catch a lion c. how to feed a lion d. how big lions are
WORD WORK Write a word work category next to each crayon below. Then, color the words in the passage that match each category: VOCOBUIORY Copy	
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Passage 14 Copyright: Out of This World Literacy (Jen Bengel)	

"FAC+S AbOU+ DOIPhiNS"	<u>Understand It!</u>
Dolphins are very playful animals. Most of them	Answer the following questions after reading:
live in oceans, but they are not fish. They are	I. What was a fact in the beginning of the text?
mammals because they have lungs. They cannot	a. dolphins surf waves b. dolphins chirp c. dolphins can see well
breathe water like fish. They come above the	d. dolphins are playful 2. What does whistle
water to breathe air. Dolphins are very friendly.	mean? a. to cry b. to make a noise
They travel together in groups. These groups are	c. to jump d. to surf
called pods. Dolphins eat mostly small fish. They	3. What place does the text describe?
talk to each other by chirping . They even whistle!	a. a forest b. a lake c. an ocean
Dolphins are very smart. They like to jump and	d. a pool
play. They can even surf waves. Dolphins can see	4. What does this text teach us? a. how long dolphins live
and hear really well. This makes it easy for them	b. all about oceans c. all about dolphins d. all about fish
to find food.	
WORD Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category: VOCOBUIORY the passage. Use content know to define each words.	xt clues and what you
57 — — — — — — — — — — — — — — — — — — —	
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Passage 15 Copyright: Out of This World Literacy (Jen Bengel)	

The crossing guard" Understand It! Answer the following questions after reading: Some kids ride a bus to school. Some kids ride I. What fact is the most important? their bikes. Other kids get a ride from their mom a. kids ride bikes b. kids ride busses c. crossing guards smile or dad. Some kids even walk to school. Kids who d. crossing guards keep kids safe ride their bikes or walk to school have to cross 2. What do you think a crossing guard might do? busy streets. They need help from an adult to a. stop cars b. jump in front of cars cross the street **safely**. That is the job of a c. not help kids d. be mad at kids crossing guard. The crossing guard stands at the 3. What happens at the end of the text? corner of busy streets. He waits for kids to help a. kids ride a bus b. kids are not safe c. kids cross the street them cross the street. The crossing guard stands safely d. parents pick kids up in the middle of the road and stops **traffic**. Then 4. What is the text mainly about? kids can cross the street safely. Crossing guards a. crossing guards b. street lights have a very important job. c. how to ride a bike d. a school bus WORD WORK Write a word work category VOCUBUIALY Copy the 5 **bold** words from next to each crayon below. Then, color the the passage. Use context clues and what you words in the passage that match each category: know to define each word: red (*blue* green corange

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"Going to the Dentist" Understand It! Answer the following questions after reading: A dentist is a doctor who takes care of your teeth. I. What fact is the most important? When you go for a checkup, your dentist will check a. a dentist keeps our teeth healthy b. floss your teeth your teeth and gums. He will look for any problems. c. clean your teeth d. look for cavities You will get to sit in a giant dentist chair. You can 2. What do you think a dentist might do? put your feet up, lay back, and relax. The dentist a. give you candy b. give you sugar will ask you to open your mouth very big. He will c. give you a toothbrush d. give you soda clean your teeth. He will floss your teeth. He will 3. What happens at the end of the text? look for any **cavities**. Cavities are parts of the a. floss your teeth b. visit two times a vear c. sit in the chair tooth that are sick. They need to be fixed to have d. look for problems healthy teeth. You should visit the dentist two 4. What is the text mainly about? a. a dentist chair times each year. The dentist will help keep your b. a dentist visit c. how to brush your teeth strong and healthy! teeth d. how to floss WORD WORK | Write a word work category VOCOBUIORY Copy the 5 bold words from next to each crayon below. Then, color the the passage. Use context clues and what you words in the passage that match each category: know to define each word: red *blue* green corange Passage 17 Copyright: Out of This World Literacy (Jen Bengel)

"What Happens in a Barber Shop?"	<u>understand It!</u>
A barber shop is a place for boys and men to get	Answer the following questions after reading:
their hair cut. Men can also have their whiskers	I. What fact is the most important? a. they become friends
shaved at a barber shop. The people who cut hair	b. they talk about life c. they talk about kids d. they talk about friends
are called barbers . Their job is to help everyone	2. What do you think a
look good by cutting their hair. A barber shop is	barber might do? a. not be nice
also a place for people to talk. Lots of times	b. cut lots of hair c. not cut hair d. not like to talk
people stay to talk after they get their hair cut.	3. What happens at the end of the text?
People in a barber shop become friends. They	a. a barber cuts hair b. shave whiskers
come back for more haircuts. They talk about life.	c. barbers help people become friends
They talk about their kids and their friends.	d. a place to get hair cut4. What is the text mainly
Barbers help people look good and they help	about?
people become friends.	b. how to shave c. how to wash hair d. a barber shop
WORD Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category: WOCOBUIORY The passage. Use content words in the passage that match each category:	•
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Passage 18 Copyright: Out of This World Literacy (Jen Bengel)	

"A Day in the Life of a Farmer"	<u>Understand It!</u>
Λ C · · · · · · · · · · · · · · · · · ·	Answer the following questions after reading:
A farmer is very busy every day. He gets up early	I. What fact is the most important?
to do many chores . He feeds the pigs, cows, and	a. clean the pigpen b. feed the pigs
chickens. He cleans the pigpen . He lets all the	c. water the crops d. a farmer works hard
animals out. The farmer gathers eggs from the	2. What do you think a farmer might do?
chickens. In the spring the farmer plants crops like	a. watch a lot of movies b. take lots of naps
corn, peas, and potatoes. In the summer the	c. be bored d. stay busy all day
farmer takes care of the crops . He waters the	3. What happens at the end of the text?
fields. He keeps the weeds out. In the fall the	a. feeds cows b. feeds chickens
farmer picks all the crops. He sells the food for	c. sells food for people to buy d. gathers eggs
people to buy. He keeps some for animals to eat. A	4. What is the text mainly about?
farmer works hard to take care of the animals and	a. how to clean pigpens
the crops.	b. a farmer's day c. how to plant core d. how to drive a tractor
WORD Work Write a word work category VOCOBUIORY Copy	the 5 bold words from
next to each crayon below. Then, color the words in the passage that match each category: know to define each wo	xt clues and what you
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Passage 19 Copyright: Out of This World Literacy (Jen Bengel)	

"Do you want to be a Taxi Driver?"	Understand It!
	Answer the following questions after reading:
A taxi driver has many important jobs. He takes	I. What fact is the most important?
people where they need to go. A taxi driver must	a. helps load luggage b. give change
think about the safest streets to drive. He must	c. know the safest streets
know the quickest way to get places too. A taxi	d. always smile
driver does not just drive people from place to	2. What do you think a taxi driver might do?
place. He also helps load things in and out of the	a. get lost while drivingb. not help load luggagec. let the car get messyd. give people rides
car. Many people use a taxi when they leave an	3. What happens at the end of the text?
airport. They have luggage to carry. A taxi driver	a. keep the car in good shape
also has to collect money. He must give change back	b. load things in car c. find the quickest way
too. A taxi driver should keep his car clean. He	d. find the safest streets
should keep the car in good shape. Do you want to	4. What is the text mainly about?
be a taxi driver?	a. asking for directionsb. taxi drivers jobsc. airportsd. luggage
WORD WORKWrite a word work categoryVOCOBUIORYCoptnext to each crayon below. Then, color thethe passage. Use context	y the 5 bold words from ext clues and what you
words in the passage that match each category: know to define each wo	•
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Passage 20 Copyright: Out of This World Literacy (Jen Bengel)	

"SOM LOVES SCHOOI"

Name:	_ Date:	Week:	
Sam loves school. He can't wait to	go to school eve	ery day.	2
One day Sam woke up with a tickle	e in his mouth. H	e coughed. 2	<u>2</u> 5
The tickle did not go away. He cou	ughed again. The	tickle 3	36
was still there. Sam went downsto	airs to tell his mo	m. His 4	1 7
mom felt Sam's head. She told him	n he was sick and	he should 6	60
go back to bed. Sam was sad. He	did not want to	miss 7	73
school. Today his teacher was brir	nging ice cream t	o school. 8	33
Sam's mom said he could have ice	cream at home.	That c	14
made Sam feel a little better. The	next day his tic	kle was 10)6
gone. Sam was happy to go back t	o school.		5

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel)	dissage 1: Levels E-G

"MY Little Sister Droois"

Name:	Date:	Week:	
My little sister drools. She just tu	rned one.	She drools all	Ш
over her shirt. She drools all over	my mom.	She drools all	23
over the floor. I do not like holdin	g her bec	ause she drools	35
so much. Everyone thinks she is so	o cute, bu	t not me. I think	48
she is sloppy. One day we were a	t a store o	and she drooled	61
all over me. I screamed, "Bella, no	o!" She jus	st giggled. I was	73
so mad. I handed Bella to mom, a	nd started	d to cry. I had	86
baby slime on my brand new shirt	. Mom did	d not laugh at me.	99
She felt so bad that she bought m	ne a new s	hirt. I can not	113
wait for Bella to stop drooling!			119

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel)	assage Z: Levels E-C

"MY MCSSY ROOM"

Name:	_ Date:	Week:	
My name is Jackson. I have a mes	ssy room. N	My toys are all	13
over the floor. My books are fallin	ng off my b	ookshelf. My	24
clothes are piled on the floor. I lik	e my messy	y room, but my	37
mom does not. She says I am livin	g like a pig.	My mom is	51
always asking me to clean my roor	m. I never v	want to. I tell	64
her I know where everything is. S	ometimes s	he gets mad a	+ 75
me. But I am stubborn. I still will	not clean m	ny room. Mom	88
says my room smells bad, but I like	e the smell.	One day she	IOI
bribed me. She promised me cand	y if I clean	ed. So I did.	II3
The candy was great! Everyone w	vas happy.		120

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel)	Passage 3: Levels E-G

"It's Good to Share"

Name: ______ Date: _____ Week: _____

Jonah love	d to share. A	dam did not lik	ke to share. Jo	onah and	12
Adam were in first grade together . They were friends .					
Every day	Jonah gave A	Adam a sticker	, just because.	Jonah	31
liked how s l	haring made l	nim feel. Adar	n forgot his lui	nch one	42
day. Jonah	n gave Adam	almost all his f	Good. Jonah w	as very	53
hungry. Bu	t sharing wit	h Adam made	him happy. Or	ne day	63
Jonah forgot his lunch. Adam did not share his food with				l with	74
Jonah. Jonah was sad. The teacher saw Jonah sad. She					84
gave him all her food. Adam felt bad then. He said he was				97	
sorry. He promised to share better.					103
Fluency Practice: Read the passage for I minute 3 times each day Write the number of words read correctly in the spaces below.				lay.	
	Mon.	Tues.	Wed.	Thurs.	
I st Attempt					

2nd Attempt

3rd

Attempt

Copyright: Out of This World Literacy (Jen Bengel) Passage 4: Levels E-G

"YOU ARE NO+ MY BOSS!"

Name:	Date:	Week:	
Matilda is bossy. She tells everyo	ne in scho	ool what to do.	
One day she told me to pick up he	er paper.	"You are not my	25
boss," I said. She stared at me w	vith a med	an look on her	38
face. Matilda was a bully too. Sh	e was me	an until she got	50
her way. But I was not going to l	et her te	ll me what to do.	65
She told me again to pick up her p	paper. I s	still said no. She	79
said, "Ethan, if you do not pick up	my pape	r, I will scream."	92
I was not scared. I still said no.	Matilda's	face turned red,	104
but she did not scream. It felt go	ood to sta	and up to the	117
bossy Matilda. She never told me	what to	do again.	127

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3rd				
Attempt				
	Copyri	ght: Out of This World I	iteracy (Jen Bengel)	assage 5: Levels E-G

"MY COH CON TOIK"

Name:	Date:	Week:	
My cat is named Zoe. She is	s a very special co	at because she	13
can talk! I did not even kno	w Zoe could talk u	ıntil one day	26
when I was in the kitchen.	I went to grab a p	oan on the	40
stove. I did not know it was	s very hot. Zoe ye	elled, "STOP, do	53
NOT touch that!" I was sho	cked . I turned ar	round to look at	65
my cat. She just smiled with	n her whiskers up	in the air.	78
"Zoe, you can talk?" I asked	l. Zoe looked shy .	Then she said,	90
"yes, but I was too scared	to tell you." I tolo	lher that I was	105
so excited she could talk. A	fter that day Zoe	e never stopped	II5
talking. Now she is my best	friend!		122

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel)	assage 6: Levels E-G

"The Magic Rock"

Name:	Date:	Week:	
One day Katie was walking to school	ol when she sav	v a purple	12
rock. The rock was smooth and it	looked special.	Katie picked	23
it up and put it in her pocket. At lu	nch she rubbed	d the rock.	37
She wished for pizza. All of a sudd	en there was h	not pizza on	50
her plate! Katie was surprised. At	recess she ruk	bed the rock	61
again. This time she wished for a b	ig rain storm t	o come. Right	74
away the clouds came. The rain st	arted pouring (down on Katie	85
and her friends. Katie knew she ha	d a magic rock	She spent	97
the rest of the day thinking of who	at she would w	ish for next.	IIO
She was so excited!			114

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3rd				
Attempt				
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"Caden's Lucky Snack"

Name:	Date:	Week:	
Caden can run really fast. He is r	much faste	r than all the	13
kids in his school. He runs as fast	as a chee	tah. But Caden	26
does not always run that fast. H	e has a sec	cret that makes	39
him go fast. He eats a handful of	f lucky pec	nuts to make him	51
run fast. The peanuts have speci	al powers.	Only Caden and	61
his mom know about his lucky ped	anuts. One	day Caden	71
forgot to eat his lucky peanuts be	efore scho	ol. He was not	82
the fastest runner that day. He	was the slo	owest. His	92
friends teased him. Caden was s	ad. He nev	er forgot to eat	103
a handful of lucky peanuts ever o	again!		109

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
Copyright: Out of This World Literacy (Jen Bengel) Passage 8: Levels E-C				

"A Secret present"

Name:	_ Date:		Week:	
Today is Sadie's birthday. She is s	seven ye	ars old.	Her	10
grandma lives far away. Every ye	ar she s	ends a sp	pecial	20
package for Sadie's birthday. Sad	ie could	not wait	to open	30
her present from grandma. Just	as she v	vas abou	t to open	42
it, she noticed the box was moving.	. Then s	he heard	some	52
squeaking inside the box. Sadie lau	ughed. V	Vhat cou	ld be	61
inside? She ripped the box open.	Inside w	vere two	chipmunks.	71
One had a guitar. When the box o	pened, t	he chipm	nunks	81
started singing and dancing. They	sang ha	ppy birth	nday to	90
Sadie. Everyone laughed. It was t	the best	present!		98

Fluency Practice: Read the passage for I minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3rd				
Attempt				
	Copyri	ght: Out of This World I	iteracy (Jen Bengel)	Passage 9: Levels E-C

"MY Three Wishes"

Name:	Date:	Week:	
I have a fairy grandma named R	ose. Every y	ear she comes	
to visit me in the summer. She g	rants me thr	ee wishes each	23
year. I can wish for whatever I	want. She is	s the nicest	35
fairy grandma ever! Last year I	wished for	a puppy, a new	47
bike, and a giant box of candy. S	he waved he	r magic wand	59
and poof! I had all three things.	I named my	у рирру Мах.	71
This year I am going to wish for	another pup	py. I love	83
puppies. I am also going to wish	for more vic	leo games. My	95
last wish is going to be for a poo	l in our back	yard. I cannot	109
wait to teach my puppies how to	swim!		117
Fluency Practice: Read the pass	age for I minu	ıte 3 times each	day.

Fluency Practice: Read the passage for I minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel)	assage 10: Levels E-G

"HOW +0 CO+Ch O Frog"

name		DGI	e· w	/CCN·	
Some peop	le love to cat	ch frogs. The	first thing you	u need to	12
do is find frogs. They live in ponds or swamps. You can find					25
frogs in muddy spots by logs. They may be sitting in the					38
sun. Use a net to catch a frog. Once you see a frog, be				g, be	52
very quiet	and sneak up	to it. Get you	ur net ready. \	When	65
you are clo	ose, quickly co	over the frog v	with the net. \	íou have	77
to be fast or the frog will jump away! Move the frog from				g from	89
the net into	o a bucket. M	lake sure the k	oucket is tall er	nough so	102
the frog d	oes not jump	out. If you ke	ep the frog, b	e sure	II5
to take good care of it at home!				122	
Fluency Practice: Read the passage for I minute 3 times each day. Write the number of words read correctly in the spaces below.					ay.
	Mon.	Tues.	Wed.	Thurs.	

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
•	Copyri	ght: Out of This World L	iteracy (Jen Bengel) Pas	ssage II: Levels E-G

"What Will you see at the zoo?"

Name: ___

Date: _____ Week: __

Passage IZ: Levels E-G

What animals will you see at the zoo'? You will see many					
different k	kinds of animo	als. You will se	e reptiles. Rep	tiles	21
have scales on their skin. Some reptiles you will see are					
snakes and alligators. You will probably see many different					41
types of fish. They will be swimming in giant tanks. Many					52
kinds of birds will be there too. The biggest animals you will					64
see are mammals. All mammals have hair or fur. Lions,					74
tigers, bea	ırs, and giraff	fes are all mar	nmals you will s	see at	85
the zoo. Y	ou should carı	ry a notebook.	Make a list of	f all the	98
animals you	u see. Have f	`un at the zoo!			106
Fluency Practice: Read the passage for I minute 3 times each day. Write the number of words read correctly in the spaces below.					
	Mon.	Tues.	Wed.	Thurs.	
I st Attempt					
2 nd Attempt					
3 rd					
Attempt					

"Save the sea Turtles"

Name:	Date:	Week:	
Sea turtles live in oceans all over th	ne worl	d. They have been	12
on Earth for millions of years. But	now so	ome sea turtles	23
are at risk of being extinct. Extinc	t mean	s that there would	34
no longer be any sea turtles on Ear	th. Se	ea turtles crawl	45
onto sandy beaches to lay their ego	gs. The	ey bury the eggs in	57
the sand. Once the eggs hatch, the	y trav	el back to the	68
ocean. Many baby sea turtles do r	ot surv	vive this trip.	78
People are trying to save the sea t	urtles.	They block parts	89
of the beach where eggs are found	d. They	y help keep the	IOC
eggs safe. It is good to try and sa	ve the	sea turtles!	112
		. 1 2 1.	ı

Fluency Practice: Read the passage for I minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel)	assage 13: Levels E-G

"Why Do Lions Roar?

name·	Dale:	_ week·	
Every lion roars. Most of the tim	ne they roar at r	night. That	12
is because the air is thin and the i	roar can be hear	d from	25
far away. There are two reasons	s why lions roar.	They roar	36
to protect their land and family.	Male lions roar	loud at	47
night. They are telling other lions	and animals to s	tay away.	58
Lions roar to talk to one another.	Every lion has c	ı different	70
roar sound, just like every human	has a different v	voice.	80
Mama lions have a gentle roar wh	en they are with	ı their	q
cubs. Male lions use a softer roar	when they are	playing	102
with cubs. Listening to a lion roar	`is amazing!		Ш
Fluency Practice: Read the passa Write the number of words read cor			day.

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel) Po	issage 14: Levels E-G

"FOICHS About Dolphins"

Name:		Dat	e: \	/eek:
Dolphins ar	re very playf u	ıl animals. Mos	st of them live	in [(
oceans, bu	t they are no	t fish. They a	re mammals b	ecause 20
they have lungs. They cannot breathe water like fish. They				
come above the water to breathe air. Dolphins are very				very 40
friendly. T	hey travel to	gether in grou	ıps. These gro	oups are 40
called pods	s. Dolphins ea	t mostly small	fish. They tal	k to 50
each other	by chirping .	They even wh	istle! Dolphins	are 60
very smar	t. They like to	o jump and pla	y. They can ev	ven surf 8(
waves. Do	lphins can see	and hear rea	lly well. This m	nakes it 9
easy for th	nem to find fo	ood.		97
Fluency Practice: Read the passage for I minute 3 times each day. Write the number of words read correctly in the spaces below.				
	Mon.	Tues.	Wed.	Thurs.
I st Attempt				

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
•	Copyri	ght: Out of This World L	iteracy (Jen Bengel) Pa	ssage 15: Levels E-G

"The crossing guard"

Name: _____ Date: _____ Week: _____

Some kids ride a bus to school. Some kids ride their bikes.	12
Other kids get a ride from their mom or dad. Some kids	24
even walk to school. Kids who ride their bikes or walk to	36
school have to cross busy streets. They need help from an	47
adult to cross the street safely. That is the job of a	59
crossing guard. The crossing guard stands at the corner of	69
busy streets. He waits for kids to help them cross the	80
street. The crossing guard stands in the middle of the road	91
and stops traffic. Then kids can cross the street safely.	101
Crossing guards have a very important job.	801
Fluency Practice: Read the passage for I minute 3 times each o	lay.

Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel)	Passage 16: Levels E-G

"Going to the Dentist"

Name:	Date:	Week:	
A dentist is a doctor who takes co	ire of your te	eth. When	12
you go for a checkup, your dentist	t will check yo	ur teeth and	24
gums. He will look for any problen	ns. You will ge	t to sit in a	38
giant dentist chair. You can put yo	our feet up, la	y back, and	50
relax. The dentist will ask you to a	open your mol	uth very big.	62
He will clean your teeth. He will fl	oss your teet	h. He will	75
look for any cavities. Cavities are	parts of the	tooth that	86
are sick. They need to be fixed to	have healthy	teeth. You	97
should visit the dentist two times	each year. Th	ne dentist will	108
help keep your teeth strong and h	ealthy!		115
Fluency Practice: Read the passa	ae for l minute	3 times each o	dav.

Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel) Pas	sage 11: Levels E-G

"What Happens in a Barber Shop?"

Name:	Date:	Week:	
A barber shop is a place for boy	rs and men to get t	their hair	14
cut. Men can also have their wh	iskers shaved at a	barber	25
shop. The people who cut hair c	ire called barbers.	Their job	36
is to help everyone look good by	cutting their hair.	A barber	48
shop is also a place for people to	o talk. Lots of time	es people	61
stay to talk after they get their	hair cut. People ir	n a barber	74
shop become friends. They com	e back for more h	aircuts.	83
They talk about life. They talk o	about their kids and	d their	94
friends. Barbers help people loc	k good and they he	elp people	104
become friends.			106
Fluency Practice: Read the pass Write the number of words read c			day.

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel)	Passage 18: Levels E-G

"A Day in the Life of a Farmer"

A farmer is very busy every day. He gets up early to do	13
many chores. He feeds the pigs, cows, and chickens. He	23
cleans the pigpen. He lets all the animals out. The farmer	34
gathers eggs from the chickens. In the spring the farmer	44
plants crops like corn, peas, and potatoes. In the summer	54
the farmer takes care of the crops. He waters the fields.	65
He keeps the weeds out. In the fall the farmer picks all the	78
crops. He sells the food for people to buy. He keeps some	90
for animals to eat. A farmer works hard to take care of	102
the animals and the crops.	107

Fluency Practice: Read the passage for I minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.		Thurs.
I st Attempt					
2 nd Attempt					
3 rd					
Attempt					
	Copyri	ght: Out of This World I	iteracy (Jen Bengel)	Pass	sage 19: Levels E-G

"DO YOU Want to be a Taxi Driver?"

Name:

Name:	Date:	_ Week:	
A taxi driver has many important	jobs. He takes p	eople	10
where they need to go. A taxi dri	ver must think c	about the	22
safest streets to drive. He must k	<now quickes<="" td="" the=""><td>st way to</td><td>33</td></now>	st way to	33
get places too. A taxi driver does	not just drive p	eople from	45
place to place. He also helps load	things in and ou ⁻	t of the	58
car. Many people use a taxi when	they leave an ai	rport.	69
They have luggage to carry. A tax	xi driver also has	s to collect	81
money. He must give change back	too. A taxi driv	er should	92
keep his car clean. He should keep	the car in good	l shape. Do l	105
you want to be a taxi driver?			112
Fluency Practice: Read the passa	ae for 1 minute 3	times each d	lav

Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
I st Attempt				
2 nd Attempt				
3 rd				
Attempt				
	Copyri	ght: Out of This World L	iteracy (Jen Bengel)	Passage ZU: Levels E-G

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.

Student:		<u>-</u>		
Passage	Mon.	Tues.	Wed.	Thurs.
Sam Loves School				
My Little Sister Drools				
IVIY LITTIE SISTEL DI OOIS				
My Messy Room				
It's Good to Share				
You are Not My Boss				
My Cat Can Talk				
The Magic Rock				
		1		l

Student:							
Passage	Mon.	Tues.	Wed.	Thurs.			
Caden's Lucky Snack							
A.C. I.D. I.							
A Secret Present							
My Three Wishes							
How to Catch a Frog							
What Will You See at the							
Zoo?							
Save the Sea Turtles?							
Why Do Lions Roar?							
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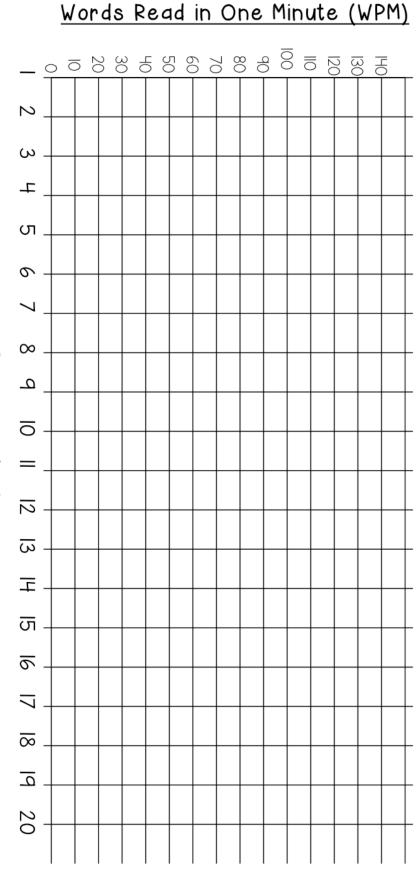
Student:				
Passage	Mon.	Tues.	Wed.	Thurs.
Facts About Dolphins				
-				
The Connection of Courses				
The Crossing Guard				
Going to the Dentist				
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \				
What Happens in a Barber Shop?				
'				
A Day in the Life of a				
Farmer				
Do You Want to Be a Taxi				
Driver?				

FIUENCY Line Graph

Level Range E-G

Direction	Name:
S: Complete	
the line grap	
h below to pr	
ogress monit	
Directions: Complete the line graph below to progress monitor the number of words read corn	
r of words r	
ead correctl	Date:
rectly in one minute	
te.	





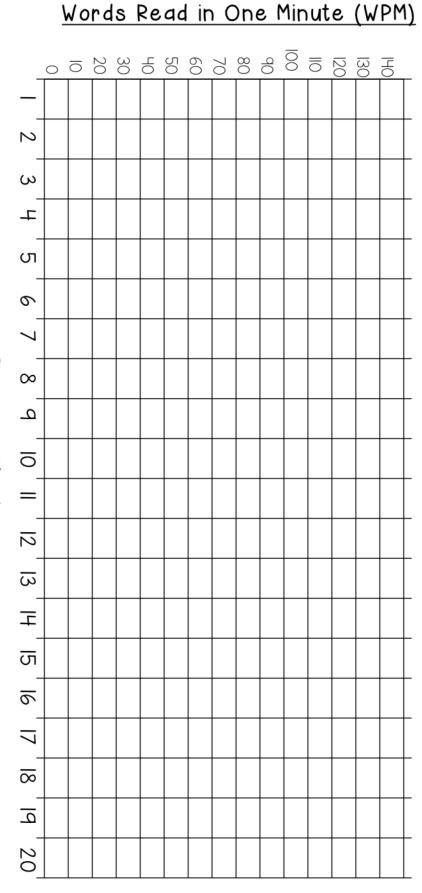
Passage Number

FIUENCY BOIL GLOBP

Level Range E-G

lame:	
Date:_	
1	

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



Passage Number

"Da+a Tracking"

Sidder III.		
Directions: Perand the avenall flue	nou comprehension wand work	and vocabulant scores below

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

"Da+a Tracking"

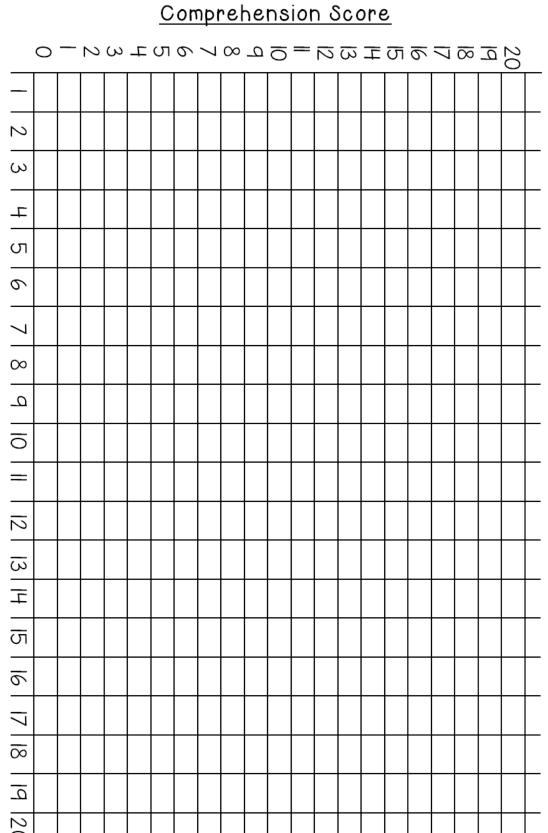
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

Pass. #	Student	Dafe	Rafe and Tone	Time	# Errors	# SC	Comp	Word Work	Vocab

Directions: Complete the bar graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage <u>Vocabulary</u> <u>Word Work</u> Comprehension 7345 704 704 2 S S S 工 工 工 ഗ ഗ ഗ 9 9 9 Copyright: Out of This World Literacy (Jen Bengel) ∞ ∞ ∞ Passage Passage Number Passage Number ڡ ڡ ڡ 0 0 0 Number 2 $\overline{\omega}$ $\overline{\omega}$ $\overline{\omega}$ 工 工 工 ਯ $\overline{\Omega}$ $\overline{\Omega}$ 9 <u>6</u> <u>6</u> 17 | 18 $\overline{\infty}$ 8 <u>a</u> ه <u>a</u> 20 20

Directions: Complete the bar graph below to progress monitor comprehension growth over time

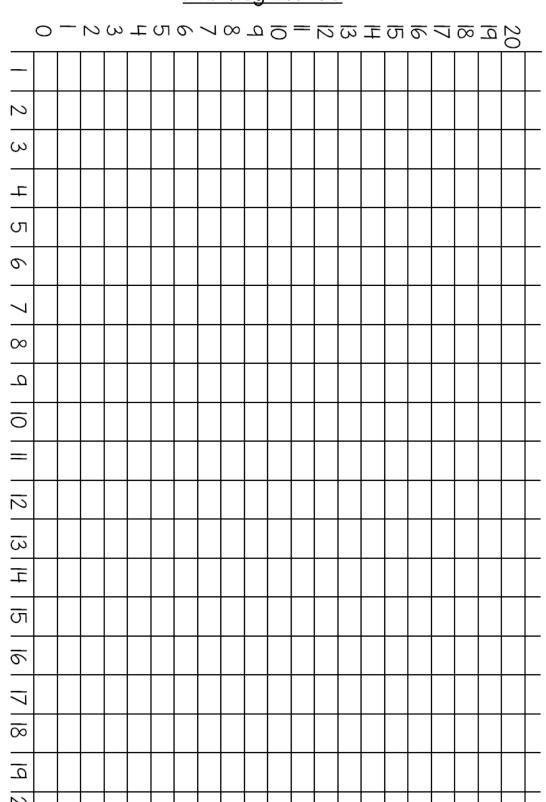
comprehension Bar Graph



Passage Number

Directions: Complete the bar graph below to progress monitor fluency errors over time FIUENCY ENFORS BOIN GROPH

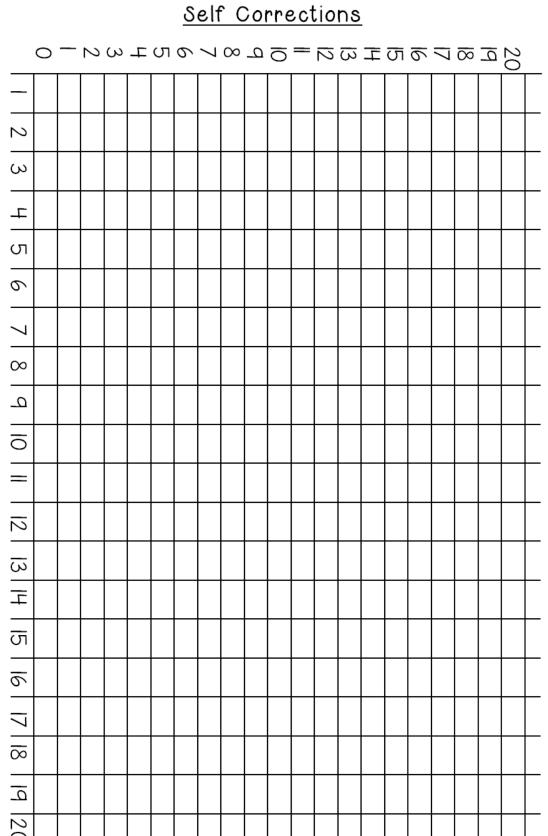
<u>Fluency Errors</u>



Passage Number

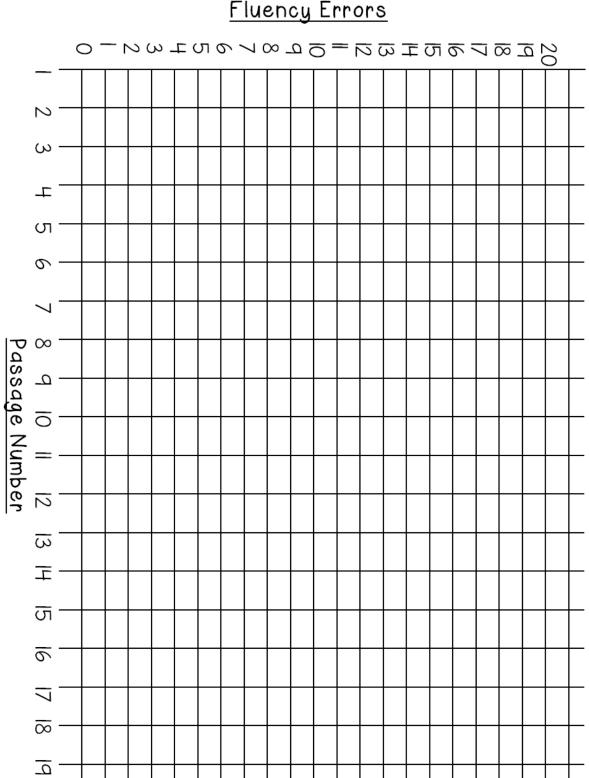
Directions: Complete the bar graph below to progress monitor self corrections over time

Self corrections Bar Graph

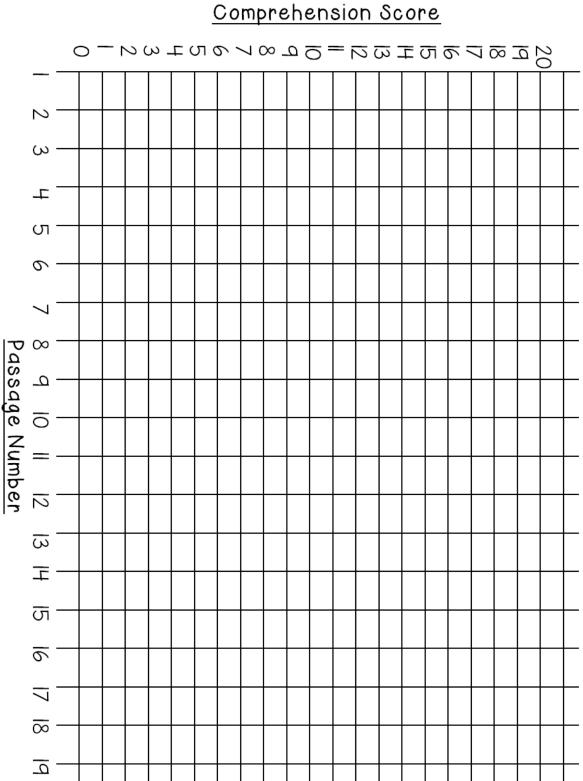


Passage Number

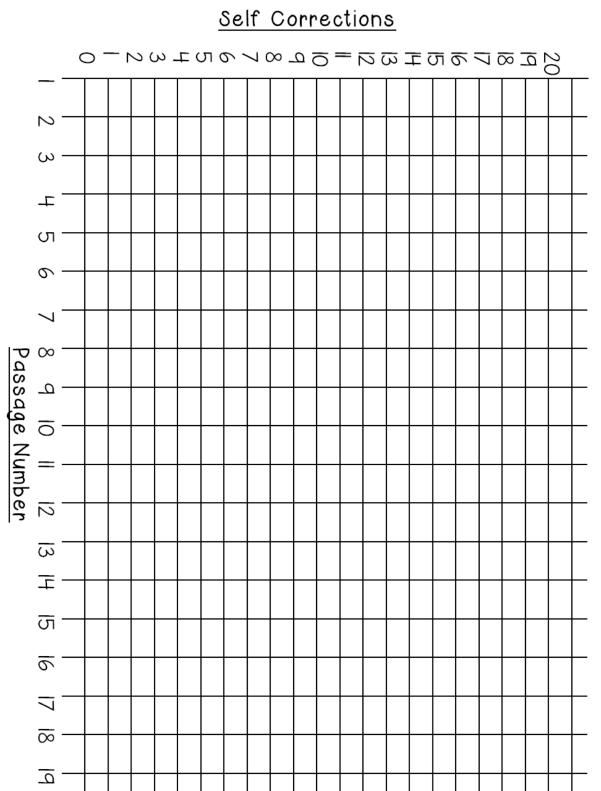
Fluency Errors

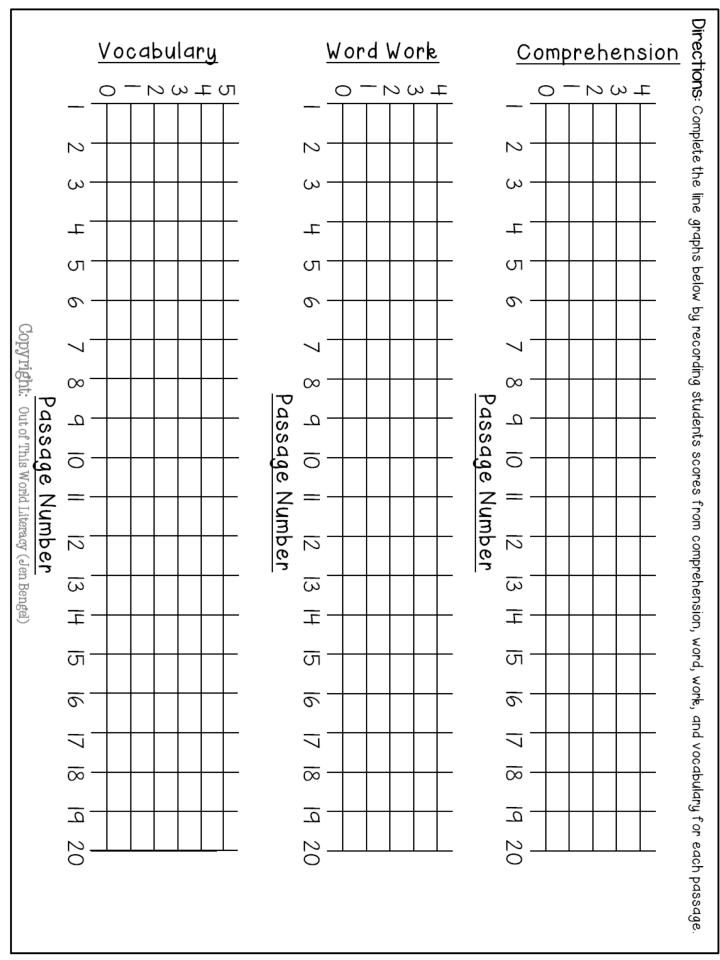


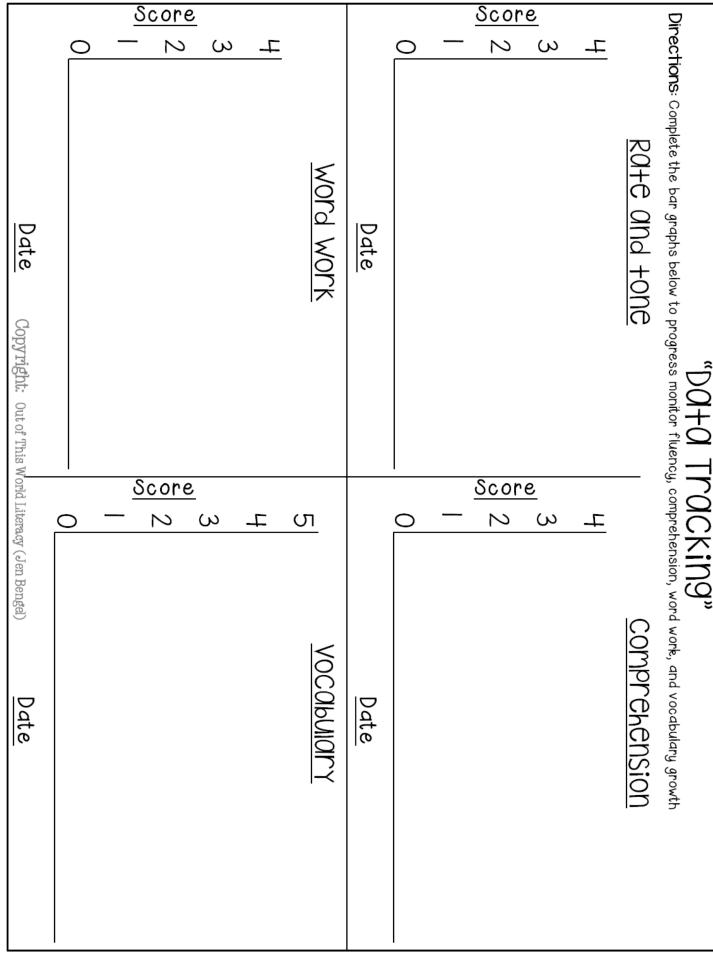
Directions: Complete the line graph below to progress monitor comprehension growth over time COMPREHENSION LINE GRAPH

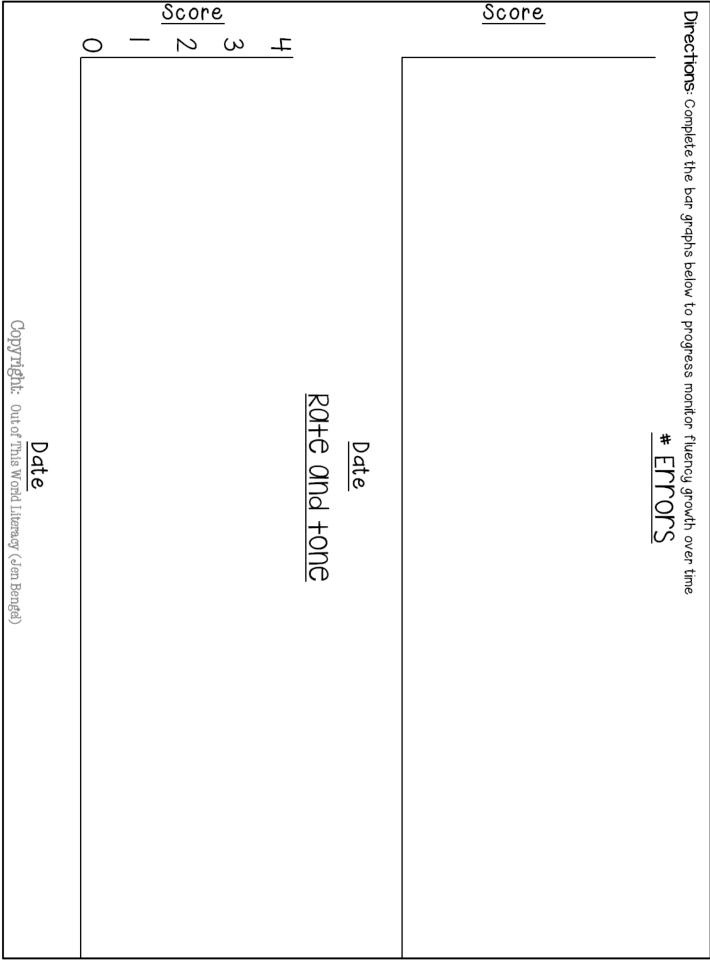


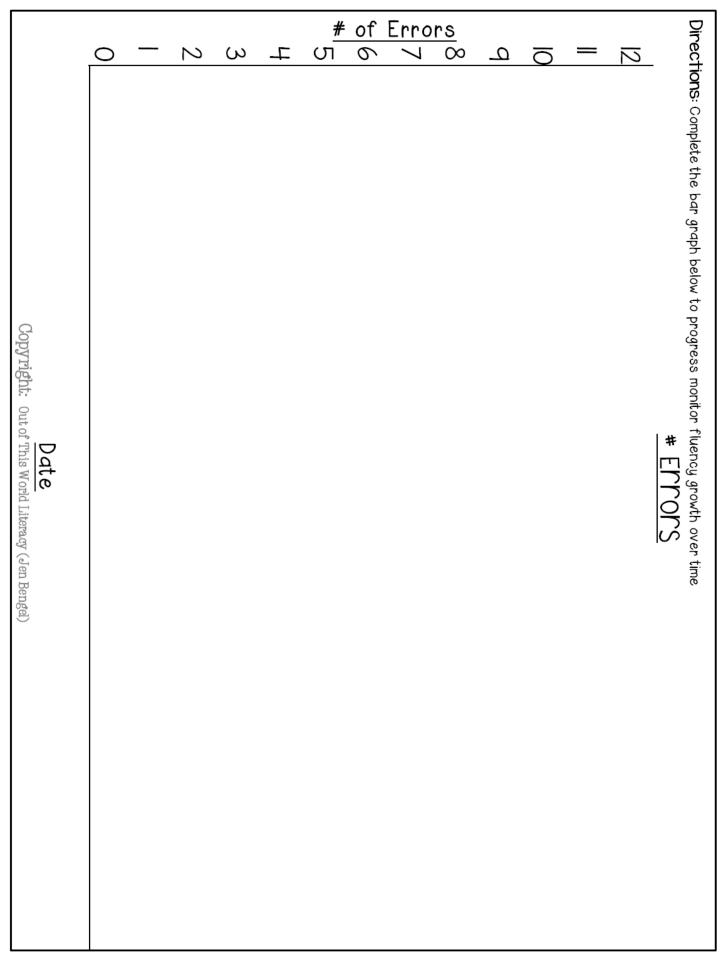
Directions: Complete the line graph below to progress monitor self corrections over time SCIF CONNECTIONS LINE GROPH

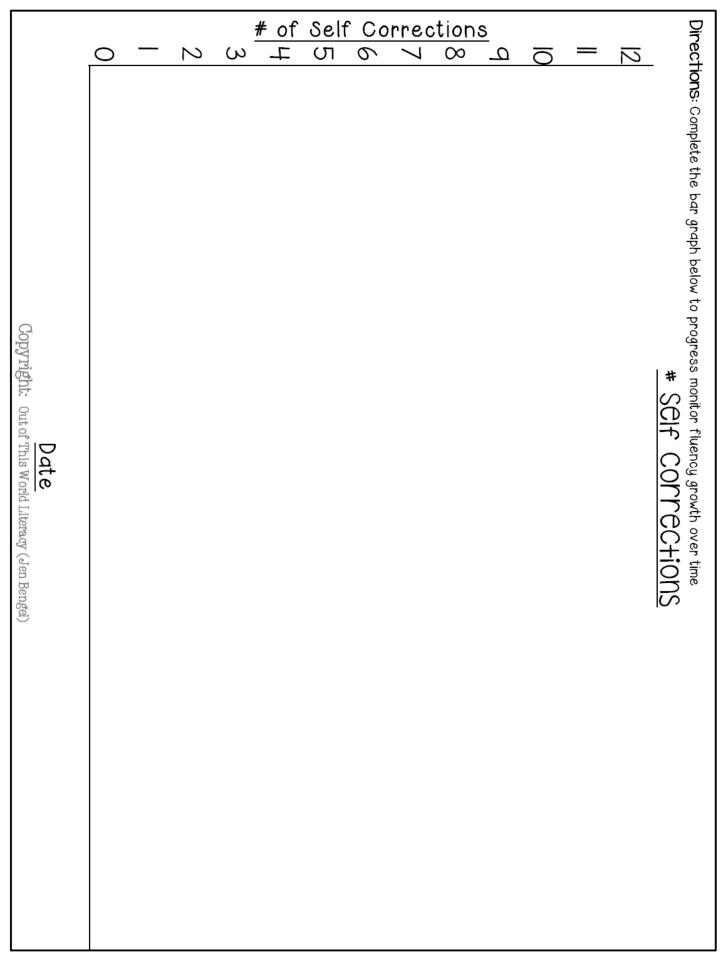


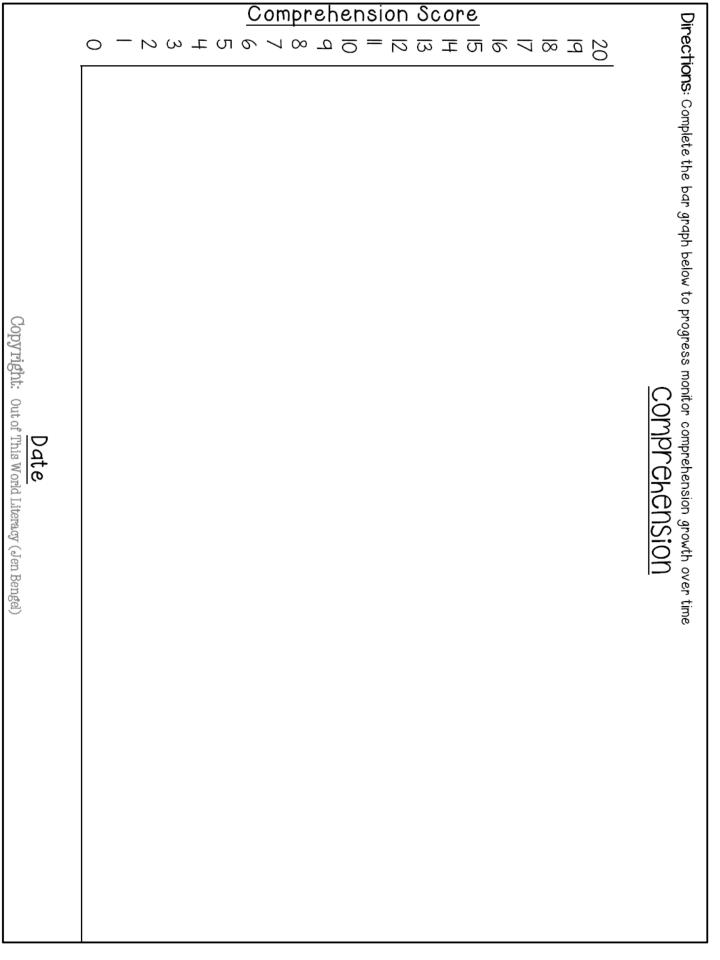












Answer Key

D-~~ #				
Pass.#	Question 1	Question 2	Question 3	Question 4
I	В	D	С	А
2	В	В	С	А
3	С	С	А	С
4	D	А	С	А
5	А	С	В	D
6	С	С	А	D
7	D	С	А	В
8	А	А	С	В
q	В	С	А	С
Ю	С	D	В	А
II	А	С	В	D
12	С	А	В	С
13	D	А	D	В
14	В	А	С	А
15	D	В	С	С
16	D	А	С	А
17	Α	С	В	В
18	В	В	С	D
Iq.	D	D	С	В
20	С	D	А	В

Levels E-G: Se+ one