

NO-PREP READING INTERVENTION BINDER

FOR BEGINNING READERS • K-2 • INTERVENTION & RTI



168 PAGES • 8 SKILLS • 137 NO-PREP PRACTICE PAGES
A PROGRESS CHECK AND GRAPH AT THE END OF EVERY SECTION

by Bright Path Sped

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What Is Inside, and Where

168 pages: 137 student practice pages behind eight tab dividers, 5 teacher pages (answer keys and word lists), a progress check with a graph at the end of every section, a tracker, a filled example and a family update. This page: sections 1–4. Next page: sections 5–8.

Before you begin

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A Filled-In Check
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Beginning sounds
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Progress Check —
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Tap the sounds, 3
sounds — 1
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73



Tap the sounds, 4
sounds — 1
PRACTICE

81



Progress Check —
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91

STUDENT PAGES AND TEACHER PAGES

A student page has a name line, one instruction with a picture, and the work, built to be written on through a sheet protector. Teacher pages (word lists, answer keys, progress checks, the tracker) are in the brown house style with a running header, so you can tell them apart at a glance in the binder.



START HERE

Start Here — Three Steps

Two minutes of reading. Setup is one print run and a box of sheet protectors.



1

Print and protect

Print the whole file once. Slip every practice page into a sheet protector in a 2-inch binder, with the tab divider at the front of each section.

A dry-erase marker and a tissue make every page reusable. Printed double-sided, the binder needs half the protectors.



2

Pick the section the child needs

Start where the child is, not at page one: a child who names letters goes straight to letter sounds.

Work five to ten minutes a day on one skill. One page, read twice, is a session.



3

Check, then plot

Every one or two weeks give the section's progress check (the last page of the section). Ten items, one score, one dot on the mini graph.

Copy the score onto the tracker (page 6). When the dots sit at the top for three checks, move to the next section.

YOU WILL NEED

- ☐ One 3-ring binder (2 inches holds the whole file).
- ☐ Sheet protectors, one per practice page.
- ☐ Dry-erase markers and something to wipe with.
- ☐ Counters or buttons for the sound-box pages.
- ☐ The eight tab dividers printed on card stock, if you want real tabs.

WAYS TO USE IT

- ☐ One-to-one intervention time and small groups.
- ☐ Practice between weekly progress monitoring probes.
- ☐ A paraprofessional or volunteer can run any page: the instruction is on it.
- ☐ Print a page instead of protecting it and send it home.
- ☐ Tutoring, homeschool, reading conferences.

WHAT THIS FILE IS

Practice pages for the skills explicit phonics and phonemic awareness instruction teaches: letter names, letter sounds, segmenting spoken words, decoding CVC words and words with blends and digraphs, nonsense-word decoding and connected-text fluency, with a check for each one. Student pages carry one instruction a child can follow and nothing else.

WHAT THIS FILE IS NOT

Not a curriculum and not a norm-referenced test. The progress checks carry no benchmark score; your team decides what a passing score is for each child. The pages practice what your core instruction teaches; they do not replace it.

READING A PROGRESS CHECK

Three checks in a row near the top: secure, move on. Three flat or falling: change the practice and write what changed in the Notes row.

IF A PAGE DOES NOT WORK

Use the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

My name: _____

Find the letter · A a B b



Find the letter. Circle it.

A a

H	c	R	A	H	J
d	A	a	V	o	A
e	W	V	a	f	a

B b

B	B	P	D	q	p
D	v	B	h	I	U
b	d	b	M	b	R

My name: _____

Name the letters, uppercase • 1



Point to each letter. Say its name.

N

I

G

J

K

M

F

A

X

E

Z

V

O

D

T

B

P

S

Y

R

Q

C

W

U

L

H

P

W

J

R

G

O

D

X

Y

F

H

I

M

N

C

T

My name: _____

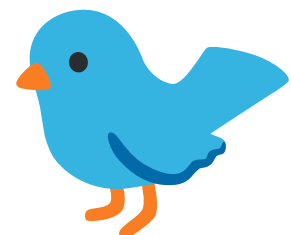
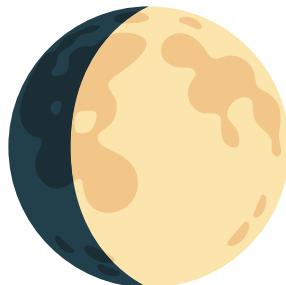
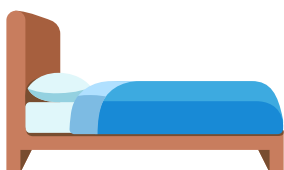
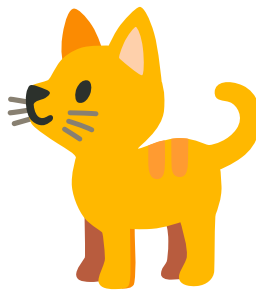
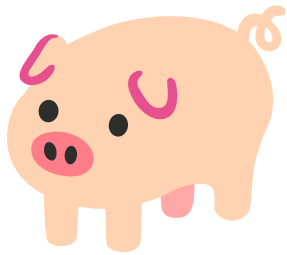
Beginning sounds • b

 Circle the pictures that start like bus.

B b



bus

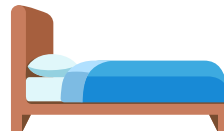
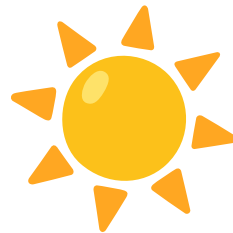
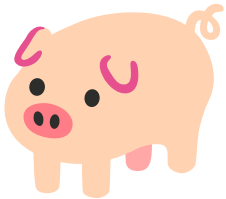
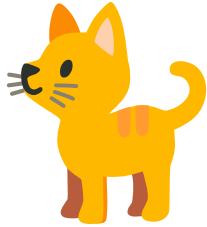


My name: _____

Tap the sounds, 3 sounds • 1



Say the picture. Tap a box for each sound.



My name: _____

Read and match • 1

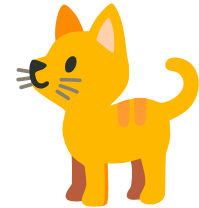


Read the word. Draw a line to its picture.

cat



dog



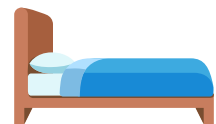
pig



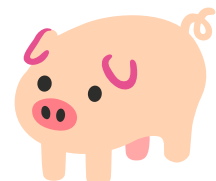
sun



hat



bed

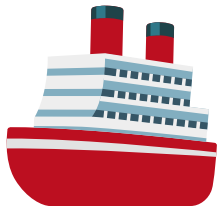


My name: _____

Finish the word • 1



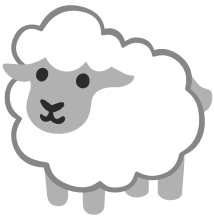
Say the picture. Write the missing letters.



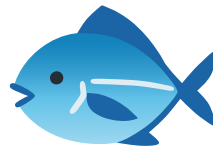
_____ip



_____ell



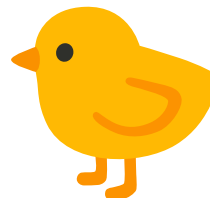
_____eep



fi_____



_____eese



_____ick

My name: _____

Read the silly words • 1



Read each silly word. They are not real words.

jek

pid

nuv

zeb

pex

zil

bup

kux

jud

fot

gep

kov

My name: _____

Point and read · 1



Touch each dot. Read the word above it.

1.

The

cat

sat

on

the

mat.



2.

A

big

dog

ran

to

the

van.



3.

I

can

see

a

red

hen.



4.

The

pig

is

in

the

mud.



5.

Sam

had

a

hot

bun.



CHECK

Progress Check — CVC Words

Ten items in this section's format, words read correctly. Give it every one or two weeks; the same ten items each time, untimed.

Point to each item and have the child read or name it, going across the rows. Mark each item on the strip below; a self-correction counts as correct. Untimed.

set

bug

jam

sob

pan

lit

fox

nut

hit

led

	CHECK 1	CHECK 2	CHECK 3	CHECK 4	CHECK 5	CHECK 6
Date						
Correct / 10						
Notes						

CORRECT OUT OF 10 • MARK A DOT FOR EACH CHECK, THEN JOIN THE DOTS

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
0						
	Check 1	Check 2	Check 3	Check 4	Check 5	Check 6

Three checks in a row near the top: the skill is secure, move to the next tab and write the date on the tracker (page 6). Three in a row flat or falling: change the practice before the next check and write what changed in Notes. Your team sets the score that counts as secure; this page carries no benchmark.

 TRACKER

Student Progress Tracker — All Eight Sections

One child, all eight sections, six checks each. Fill it from the check pages; nothing here is a new measurement.

STUDENT

TEACHER

SCHOOL YEAR

SECTION	START DATE	CHECK 1	CHECK 2	CHECK 3	CHECK 4	CHECK 5	CHECK 6	SECURE (DATE)
1. Letter Identification								
2. Letter Naming								
3. Letter Sounds								
4. Phoneme Segmentation								
5. CVC Words								
6. Blends and Digraphs								
7. Nonsense Words								
8. Fluency								

HOW TO FILL IT

- ☐ One row per section. Write the score out of 10 (fluency: percent of words correct) the day of the check.
- ☐ Each section’s own check page (the last page of the section) holds the same six scores with a graph; this page is the one-look summary for the data folder or the meeting.
- ☐ “Secure” is the date the third high score in a row landed. Your team sets what counts as high.

WHERE TO START

Give the checks for sections 1, 2 and 3 on the first day (about ten minutes). The first section the child does not score at the top of is where the binder opens. Write that date in its Start date box and leave the earlier rows marked secure.

NOTES: WHAT CHANGED, AND WHEN

EXAMPLE

A Filled-In Check and Tracker (Invented Student)

SAMPLE · INVENTED STUDENT

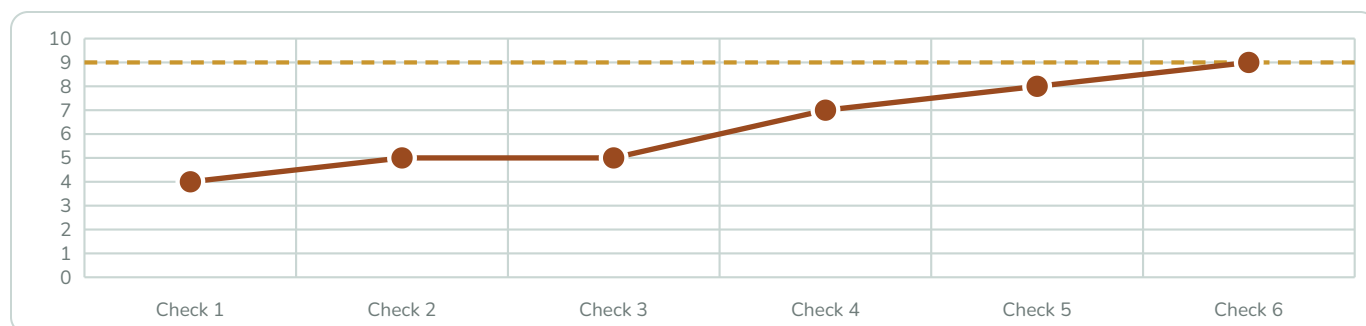
Ava is invented. One section's check strip and graph, and the tracker that holds all eight, filled in the way the pages are meant to be used.

AVA, KINDERGARTEN (INVENTED) — THE TEAM'S RULE FOR "SECURE": 9 OR 10 ON THREE CHECKS IN A ROW

On 9/8 Ava took the first three checks; letter identification was already at the top, so the binder opened at letter naming. Five to ten minutes a day, one check a week.

SECTION 5 PROGRESS CHECK, FILLED IN

	CHECK 1	CHECK 2	CHECK 3	CHECK 4	CHECK 5	CHECK 6
Date	12/15	1/5	1/12	1/19	1/26	2/2
Correct / 10	4	5	5	7	8	9
Notes	start	—	flat: added a read-and-match page every day	—	—	first 9; two more needed



THE TRACKER, FILLED IN

SECTION	START DATE	CHECK 1	CHECK 2	CHECK 3	CHECK 4	CHECK 5	CHECK 6	SECURE (DATE)
1. Letter Identification	9/8	10	10	10	—	—	—	9/22
2. Letter Naming	9/22	8	9	10	10	—	—	10/13
3. Letter Sounds	10/13	6	7	9	9	10	—	11/10
4. Phoneme Segmentation	11/10	5	6	8	9	9	10	12/15
5. CVC Words	12/15	4	5	5	7	8	9	not yet
6. Blends and Digraphs	—	—	—	—	—	—	—	—
7. Nonsense Words	—	—	—	—	—	—	—	—
8. Fluency	—	—	—	—	—	—	—	—

HOW TO READ THE CVC STRIP AND GRAPH

Checks 2 and 3 were both 5: flat, so the practice changed (a read-and-match page every day) and the change is in Notes. Checks 4, 5 and 6 climbed to 7, 8, 9; the dashed line is the team's 9, reached once so far. Two more checks at 9 or 10 and the CVC row gets its date; until then the tracker says "not yet".

 **NOTES**

Family Update — Reading Practice

Ready to send home after any check, without a separate write-up. No scores or codes; the tracker already has those.

STUDENT

WEEK OF

FROM (TEACHER)

THIS WEEK WE PRACTICED

The tab and the page, in plain words: letter sounds, circling the pictures that start with a sound.

SOMETHING THAT WENT WELL

FIVE MINUTES AT HOME

A printed page from the binder, or the words to say for a sound-box game. Nothing to buy.

THIS WEEK'S CHECK, IN PLAIN WORDS

About the same, a little better, a lot better — not the raw number.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT