

A	B	C	D	E	F	G
1	CHART C: ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION					
2	District Name:					
3	School	CCRP	SIRP	CIRP	Reading Instruction Minutes Days/Week	Educational Technology
4	Argyle Elementary	K-5 Scott Foresman	Summer Studio - Harcourt Classroom Libraries Shutter Bugs (K-1) Elements of Reading Quick Reads Rigby pm Guided Reading - Rigby Scholastic Steck Vaughn Pearson	SRA Reading Mastery Plus Bridges to Literature (grade 6)	90 - 120 minutes daily, 5- days/week	
5		Fox Street Press Letters & Sounds, A-Z Reading Word Wisdom Elements of Vocabulary A-Z Reading Science Leveled Reader Fry Word Lists Read Naturally Strategies for Content Area Reading Harcourt Florida SS Test Health-Florida Book Quick Reads Great Leaps		ASSESSMENTS: Screening Progress Monitoring Diagnostic Outcome SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6		Waterford, grade K FCAT Explorer Stories on Tape Success Maker Lab
6	C. E. Bennett Elem.	K-2 Harcourt, 3-5 Scott Foresman	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5 days/week	
7						

A	B	C	D	E	F	G
8 Clay Hill Elem.	K-2 SRA 3-5 Scott Foresman	Phonics & Vocabulary Practice & Apply by Myrl Shireman Weekly Readers Greek & Latin Roots/Coliella Steck-Vaughn vocabulary Quick Reads Great Leaps Read Naturally Weekly Readers Classroom Libraries check out Leveled Readers Junior Great Books Harcourt	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Success Maker Lab FCAT Reading Coach
10 Coppergate Elem	K-2 SRA 3-5 Scott Foresman	New School OPENING August 2007 - supplemental materials to be determined	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	FCAT Explorer Accelerated Reader

	A	B	C	D	E	F	G
11	Doctors Inlet Elem.	K-2 Harcourt, 3-5 Scott Foresman	Great Leaps Quick Reads Supplemental Vocab workshop Classroom Libraries check out	SRA Reading Mastery Plus some may continue SRA RM Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DRA DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Success Maker Lab FCAT Reading Coach Waterford grade K New Century Harcourt Online Accelerated Reader Orchard
12					SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DRA DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Orchard Software Ellis Software Florida Achieve Software
13	Fleming Island Elem.	K-2* Harcourt 3-5 Scott Foresman *students must complete SRA RM+ level 2, then transition into Harcourt	DIBELS Practice Probes, Harcourt Intensive Reading grade 2 Ellis Software Great Leaps DIBELS Practice Probes SRA Reading Lab Kits Readers Blast Off Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DRA DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Orchard Software Ellis Software Florida Achieve Software
14					SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DRA DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Orchard Software Ellis Software Florida Achieve Software

A	B	C	D	E	F	G
15	Grove Park Elem. K SRA RM+ 1-2 Harcourt 3-5 Scott Foresman	Harcourt Decodable books Harcourt Leveled Readers Novels Cold Read Fluency Checks Quick Reads Great Leaps Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Waterford grade K Success Maker Lab Orchard Software
16		Sadlier Phonics Harcourt spelling Fry Word Lists Melissa Forney Program Razzle Dazzle Writing Scott Foresman Spelling Quick Reads (grade 3) Readers Theater Teacher-Read Novels Accelerated Reader Weekly Reader Paul Janson materials Tim Mann Press Mindware	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Books on Tape
17	Keystone Heights Elementary	K-2 Harcourt 3-5 Scott Foresman K-3 SRA all students 4-6 SRA Level 1&2	Classroom Libraries check out Scholastic Hi-Lo Passages	SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Books on Tape
18						

	A	B	C	D	E	F	G
19	Lake Asbury Elem.	K-2 Harcourt 3-5 Scott Foresman	3rd Measuring Up 6th Sharpen Up (Buckle Down) Reading Academy Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Earobics Reading Academy Orchard FCAT Explorer Super Phonics software Internet 4 classrooms
20			Modern Curriculum Press Jumpstart Word Walls Fluency Homework Greap Leaps Quick Reads Jamestown		SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Earobics Reading Academy Orchard FCAT Explorer Super Phonics software Internet 4 classrooms
21	Lakeside Elem.	K-2 SRA RM+ 3-5 Scott Foresman	K-3 individualized instruction Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Earobics Reading Academy Orchard FCAT Explorer Super Phonics software Internet 4 classrooms
22							

	A	B	C	D	E	F	G
23	McRae Elementary	K-2 SRA RM+ 3-5 Scott Foresman	K-3 Individualized Instruction Classroom Libraries check out Tutoring FCRR Student Activities Center Dolch Words Small Group Vocabulary Center Quick Reads	SRA Reading Mastery Plus Bridges to Literature (grade 6)	<p>SCREENING: DIBELS grades K-5 FORF and MAZE grade 6</p> <p>PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests</p> <p>DIAGNOSTIC: DAR</p> <p>OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6</p>	90 - 120 minutes daily, 5- days/week	Super Phonics FCRR Website Activities
24							
25	Middleburg Elem.	K-2 Harcourt 3-5 Scott Foresman	Corrective Reading (4-5) Quick Reads (2-5) FCRR Student Center Activities (K-3) Elements of Reading: Vocabulary (K,2,3) Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	<p>SCREENING: DIBELS grades K-5 FORF and MAZE grade 6</p> <p>PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests</p> <p>DIAGNOSTIC: DAR</p> <p>OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6</p>	90 - 120 minutes daily, 5- days/week	
26							
27	Montclair Elem.	K-2 Harcourt 3-5 Scott Foresman	Great Leaps Quick Reads Buckle Down Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	<p>SCREENING: DIBELS grades K-5 FORF and MAZE grade 6</p> <p>PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests</p> <p>DIAGNOSTIC: DAR</p> <p>OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6</p>	90 - 120 minutes daily, 5- days/week	FCAT Explorer Orchard (K-3) Earobics (K-3) FAST ForWord

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28							
29	Oakleaf School	K-2 Scott 3-5 Scott Foresman	Spelling through Morphographs (SRA) Sounds & Letters Quick Reads Great Leaps Rewards Reasoning & Writing Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Earobics
30							
31	Orange Park Elem.	K-2 Harcourt 3-5 Scott Foresman	Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	
32							

A	B	C	D	E	F	G
33 Paterson Elem.	K-2 Harcourt K-2 SRA 3-5 SRA ** ** SRA - all Level I - K, 1st and 39% & below in 2nd use SRA, 3rd-5th Level I use SRA	Teacher-made materials Letter of the week Test Ready Great Leaps Blast Off Buckle Down Aim Higher Classroom Libraries check out Great Leaps Quick Reads Read Naturally (grades 2-3)	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Academy of Reading Accelerated Reader
34				SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	
35	RideOut Elem.	K-2 Harcourt 3-5 Scott Foresman	Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	90 - 120 minutes daily, 5- days/week	
36						

A	B	C	D	E	F	G
37 Ridgeview Elem.	K-2 Harcourt 3rd & 5th Scott Foreman 4th SRA	DIBELS Fluency practice sheets Buckle Down SRA Reading Labs Cold Reads Reading for Concepts Classroom Libraries check out Buckle Down (1-4th gr teacher)	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Academy of Reading Orchard Cards & Listening Lab
38		Words Their Way: Word Study in Action (Pearson Learning Group) Sounds & Letters for Readers and Spellers (Sopris West) Quick Reads (Pearson) Great Leaps CARS & STARS SRA Specific Skills Series Focus K-1 and 2-3 Student Center Activities (Reading 1st) Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DRA DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	
39	S. Bryan Jennings Elementary	K-3 SRA RM+ 4-5 Scott Foreman	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DRA DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	
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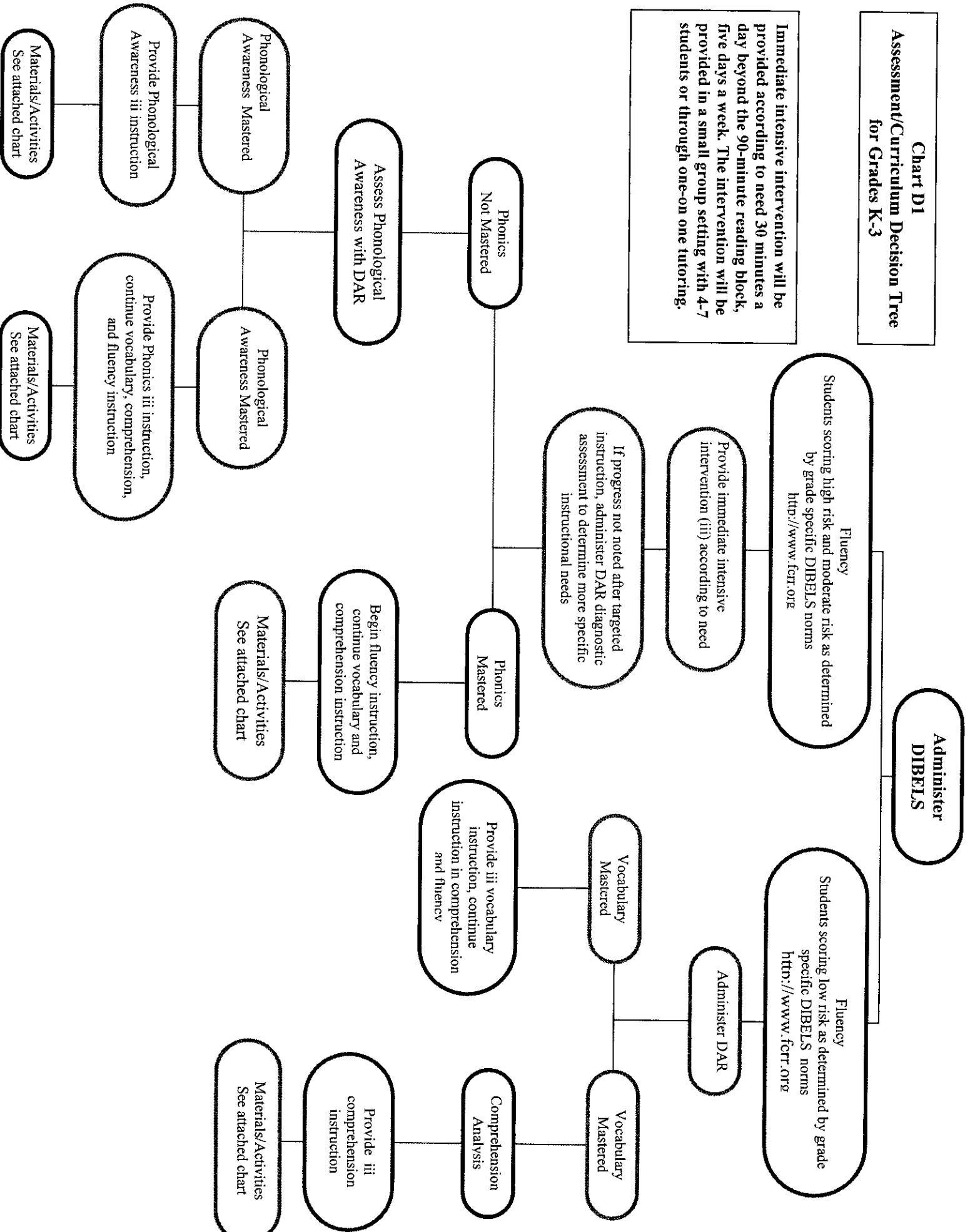
	A	B	C	D	E	F	G
41	Swimming Pen Creek Elementary	K-3 SRA 4-5 Scott Foresman 6 Prentice Hall Lit.	PALS Systematic Phonics Instruction Sounds & Letters Road to the Code Horizons PALS Road to the Code 6-Minute Solutions DIBELS Protocol Kaleidoscope Horizons Celebration Press Classroom Libraries check out Great Leaps Corrective Reading Read Naturally Quick Reads Language for Learning Leveled Readers Guided Reading Sets	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	Success Maker
42					SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	
43	Thunderbolt Elem.	K-2 Harcourt 3-5 Scott-Foresman	Great Leaps Bridges to Literature (grade 6) Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	
44					SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	

A	B	C	D	E	F	G
45 Tynes Elementary	K-2 Harcourt 3-5 Scott-Foresman	SRA Reading Kits McCall Crabbs Riggs Classroom Libraries check out	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	
47 W. E. Cherry Elem. 48	K-1 & grade 2 bottom quartile SRA 3-5 Scott Foresman	Sing, Spell, Read, Write Great Leaps Linguistics Systems K-1st Classroom Libraries check out FCRR Student Center Activities K-1/2-3	SRA Reading Mastery Plus Bridges to Literature (grade 6)	SCREENING: DIBELS grades K-5 FORF and MAZE grade 6 PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests Bridges to Literature Tests DRA DIAGNOSTIC: DAR OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6	90 - 120 minutes daily, 5- days/week	

A	B	C	D	E	F	G	
49	Wilkinson Elem.	K-1 SRA RM + 2nd Harcourt 3-5 Scott Foresman	<ul style="list-style-type: none"> Open Court Phonemic & Phonics Kit Great Leaps SFA Novels EZZ Read Decodable books Road to the Code Open Court Phonemic & Phonics Kit Quick Reads Words, Words, Words Leveled Readers Words Their Way SRA Reading Mastery Reading Lab Fluency Formula Read Naturally Readers Theater Classroom Libraries check out 4/5 Foresman Intervention Materials 	SRA Reading Mastery Plus Bridges to Literature (grade 6)	<p>SCREENING: DIBELS grades K-5 FORF and MAZE grade 6</p> <p>PROGRESS MONITORING: DIBELS grades K-5 FORF and MAZE grade 6 SRA Mastery Tests</p> <p>DIAGNOSTIC: Bridges to Literature Tests DAR</p> <p>OUTCOME: SESAT kindergarten SAT 10 grades 1-2 FCAT grades 3-6</p>	90 - 120 minutes daily, 5- days/week	

**Chart D1
Assessment/Curriculum Decision Tree
for Grades K-3**

Immediate intensive intervention will be provided according to need 30 minutes a day beyond the 90-minute reading block, five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.



	<p align="center">Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction</p> <p align="center">KINDERGARTEN – GRADE 3</p> <p align="center">SAMPLE ACTIVITIES</p>	<p align="center">REFERENCES</p>
<p>MATERIALS/ACTIVITIES</p> <p>Work on segmenting and manipulating sounds of oral language. Blending, segmenting and rhyming activities, songs, poems, riddles, alliteration, read-aloud books, and other activities that manipulate sounds are all effective vehicles for developing phonological awareness.</p>	<p>PHONOLOGICAL AWARENESS</p> <p>Oral activities for the purpose of hearing discrete sounds in words</p> <ul style="list-style-type: none"> • Singing, rapping, reciting poems, nursery rhymes or jingles • Elkonin sound boxes – say word slowly, what sounds do you hear? • Clap syllables (easier), clap individual sounds (harder) • Alliteration – Listen for all the words beginning with “s” in a sentence • Rhyming word games and activities • Use picture cards – beginning sounds, ending sounds, rhyming words, vowel sounds, etc. that are the same or pick the one that’s different (i.e., dog, duck, wheel) • Oral phoneme blending of sounds in words • Oral segmenting of words into sounds • Manipulation of phonemes • Word awareness of how words sound the same or different • Oddity tasks – find the one that’s different • Phoneme discrimination activities – listen for a particular sound; match sounds (beginning, ending and middle); listen for parts that sound the same • Literacy Centers for reinforcement of skills • Demonstrate and reinforce integration of skills and how to use them in text • Many opportunities to practice phonics skills in different contexts and mediums 	<p>Phonological Awareness Activities for Early Reading Success (Blevins), Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills (Fitzpatrick), Phonics Handbook: Research and Best Practice (component of CCRP - Scott Foresman Reading), Phonics from A to Z (Blevins)</p>

MATERIALS/ACTIVITIES	Differentiated instruction 90-minute block - explicit, systematic instruction	REFERREES
<p>Provide systematic explicit phonics instruction with a multisensory approach in order to provide additional emphasis on the graphophonic cueing system. Use materials such as phonics activity mats, manipulatives, audiotapes, magnetic words and letters for making words, white boards and markers, and word walls. Link phonics instruction directly to reading and writing by providing many opportunities for blending unknown words in context. Focus on developing independent word recognition strategies, by studying the internal structure of words (affixes, roots, word patterns).</p>	<p style="text-align: center;">KINDERGARTEN – GRADE 3 SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Alphabet book for each child for identification of letters by name, sound, word ▪ Letter and blend books ▪ Elkonin sound boxes ▪ Magnetic letter match to sound and/or sound to letter ▪ Short vowels (a, e, i, o, u -- CVC pattern) ▪ Consonants ▪ Final e (a_e, e_e, i_e, o_e, u_e -- CVCe pattern) ▪ Consonant blends (e.g., br, cr, dr, fr, fl, gl, sl) ▪ Long vowel digraphs (ai, ay, ea, ee, oa) ▪ Digraphs (e.g., sh, ch, th, wh) ▪ Diphthongs (oi, oy, ow, ou) ▪ Phonograms, word families or spelling patterns (e.g., ack, ake, ill, ame, ip, or, ump) ▪ Vowels followed by r ▪ Identify parts that look the same and sound the same ▪ Analogies - If you know look you can read book ▪ Structural analysis - plurals, contractions, homophones, compound words, verb endings (ed, ing), prefixes, suffixes ▪ Syllabication strategies ▪ Read and write high frequency words ▪ Word building activities ▪ Pocket chart and letter cards to build words, word cards to build sentences ▪ Word wall activities ▪ Word solving strategies ▪ Use 3 ways of remembering - see it, say it, move it for all activities to integrate memory ▪ Reinforce phonics skills in text ▪ Literacy Centers for reinforcement of skills 	<p>Words Their Way (Bear, Templeton, Invernizzi), Phonics They Use (Cunningham), From Phonics to Fluency (Rasinski), Phonics Poetry (Rasinski), Phonics from A to Z (Blevins), Month-By-Month Phonics (Cunningham and Hall), Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook (Blevins), Making Words: Multi-level, Hands-On Spelling and Phonics Activities (Cunningham and Hall), Phonics Poetry: Teach Word Families (Rasinski)</p>

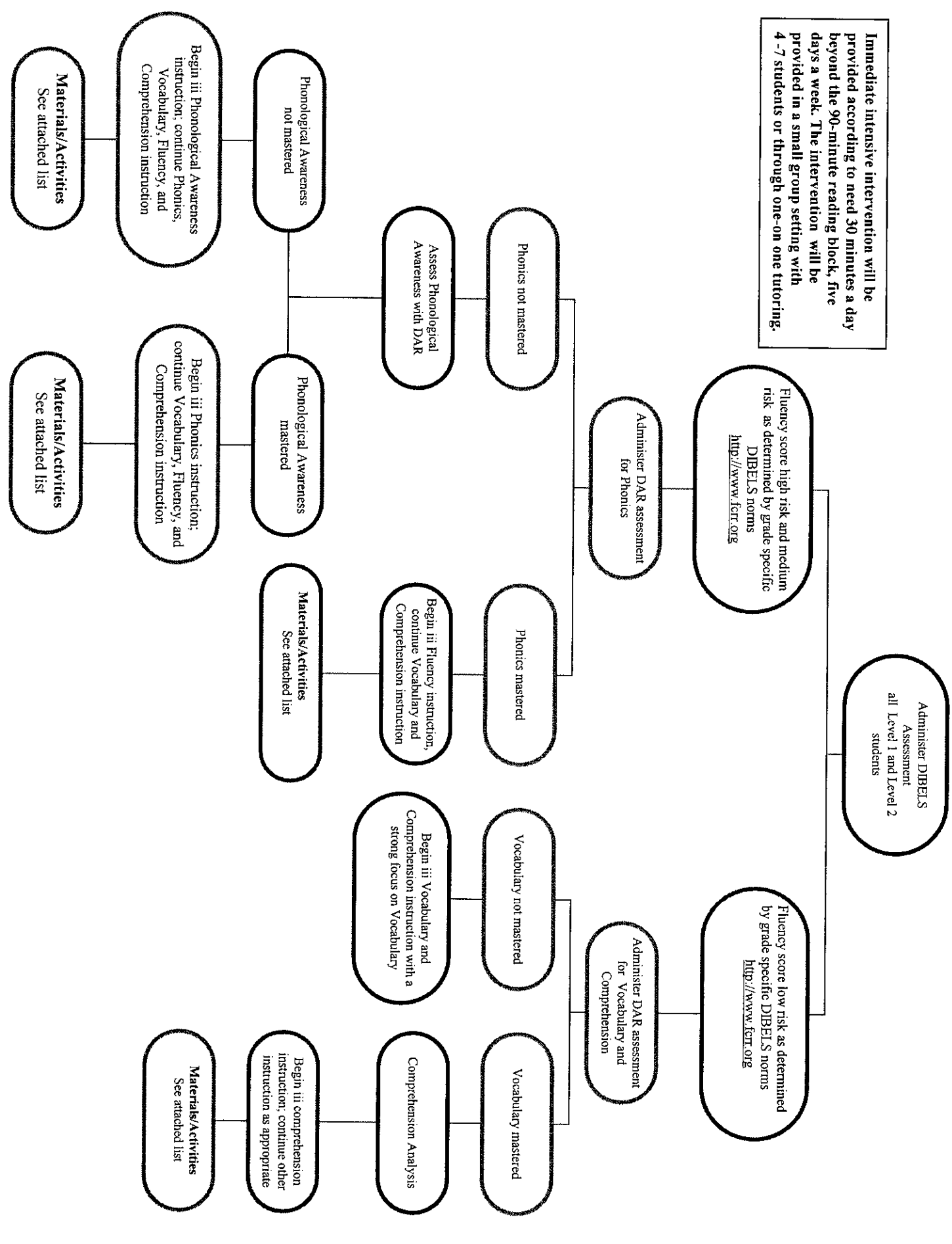
PHONICS

MATERIALS/ACTIVITIES	Differentiated instruction 90-minute block - explicit, systematic instruction	REFERREES
<p>Use oral reading strategies to build fluency. Model oral reading by reading aloud (fluent reader such as the teacher). Provide oral support for reading through the use of choral reading, paired reading, the use of text on tape, shared reading, echo and buddy reading. Provide many practice opportunities through repeated reading, poetry reading, radio reading, and reader's theater. Other activities may be used that focus on fluency, including the Fluency Development Lesson (FDL), phrased text lessons, and Quick Reads. Integrate oral reading into content areas. Round Robin Reading is not an appropriate method of oral reading.</p>	<p>all groups in the classroom during the</p> <p>KINDERGARTEN – GRADE 3 SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> Reread familiar stories working on phrasing and making it sound like talking Use of Phonics Songs & Rhymes Flip Charts and audio tapes (Core Reading Program) Choral Reading Tape-assisted reading Reader's Theatre Literacy Centers for reinforcement of skills 	<p>The Fluent Reader (Rasinski), Building Fluency: Lessons and Strategies for Reading Success (Blevins), High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play (Marland), What's After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension (Strickland), When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency (Cole), Vocabulary Instruction: Research to Practice (Baumann, Kam'enui)</p>
<p>VOCABULARY</p> <p>Connect explicit vocabulary instruction with strategic reading instruction. Focus on vocabulary meaning within context. Increase vocabulary knowledge through such activities as cloze exercises; Vocab-O-Grams, Landsdowne cards, graphic organizers, word sorts, word walls, wide reading, structural analysis of words, story impressions, Frayer Model, and teacher read alouds. Focus on Tier 2 words for instruction (see Bringing Words to Life by Beck McKeown, and Kucan)</p>	<p>KINDERGARTEN – GRADE 3 SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> Use oral explanations, pictures, objects or videotapes to introduce vocabulary Semantic maps or webs to make relationships with known and new vocabulary Teach root words, prefixes and suffixes Choose read alouds that introduce children to rich language and vocabulary Introduce words in related pairs Specific teaching of content-related vocabulary Word study of spelling patterned words, multiple-meaning words, specific concept words Use of Background Building Audio Tapes prior to reading (Core Reading Program) Tested Vocabulary Charts (Core Reading Program) Literacy Centers for reinforcement of skills 	<p>Bringing Words to Life (Beck, McKeown, Kucan), Teaching Vocabulary in All Classrooms (Blachowicz, Fisher), Stretching Students' Vocabulary (Bromley), Words, Words, Words (Allen), Word Savvy (Brand), Teaching Vocabulary to Improve Reading Comprehension (Nagy), Vocabulary Development: From Reading Research to Practice (Stahl)</p>

MATERIALS/ACTIVITIES	Differentiated instruction 90-minute block - explicit, systematic instruction	REFERREES
<p>Provide explicit scaffolded instruction in comprehension in order for students to learn to monitor and adjust their own reading comprehension. Increase comprehension by teaching students how to successfully employ the following cognitive strategies:</p> <ul style="list-style-type: none"> ▪ Make connections (text-to-self, text-to-text, text-to-world) ▪ Question to understand the text ▪ Visualize to create pictures in the mind while reading ▪ Determine important ideas of the text (main ideas and author's message) ▪ Synthesizing by combining known information with new information to understand the text ▪ Making inferences about the text based on questioning, predicting, and reflecting ▪ Identifying and using "fix-up" strategies to repair comprehension when it breaks down <p>Teach students to use the strategies before, during, and after reading text.</p>	<p style="text-align: center;">KINDERGARTEN – GRADE 3 SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Retelling ▪ Make connections using schema or background knowledge ▪ Create mental images ▪ Ask questions ▪ Infer ▪ Synthesize information ▪ Use story maps ▪ Book talks after guided reading ▪ Use of nonfiction text features ▪ Use of graphic organizers after reading selections ▪ Teacher guided questions to answer Who?, What?, Why?, Where?, When? after a story ▪ Follow-up project after reading a story/selection ▪ Changing or adding to a poem or story ▪ Written product based on reading ▪ Background Knowledge Tapes for discussion prior to reading (Core Reading Program) ▪ Author study/genre study ▪ CLOZE sentence work ▪ Literacy Centers for reinforcement of skills 	<p>Strategies that Work (Harvey, Goudvis), Reading with Meaning (Miller), Mosaic of Thought: Teaching Comprehension in a Reader's Workshop (Keene, Zimmerman), Guiding Readers and Writers: Grades 3-6 (Fountas, Pinnell), Improving Comprehension with Think-Aloud Strategies (Wilhelm), Reading Strategies That Work: Teaching Your Students to Become Better Readers (Robb), Guided Comprehension in Action: Lessons for Grades 3-8 (McLaughlin, Allen), Guided Reading (Fountas, Pinnell), Knee-to-Knee, Eye-to-Eye (Cole), Comprehension Right From the Start (Marriot), Revisit, Reflect, Retell (Hoyt), Comprehension (Owocki)</p>

Chart D2 : Assessment/Curriculum Intervention Tree for Grades 4-5 (6)

Immediate intensive intervention will be provided according to need 30 minutes a day beyond the 90-minute reading block, five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.



MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
<p>PHONOLOGICAL AWARENESS</p> <p>Work on segmenting and manipulating sounds of oral language. Blending, segmenting and rhyming activities, songs, poems, riddles, alliteration, read-aloud books, and other activities that manipulate sounds are all effective vehicles for developing phonemic awareness.</p>	<ul style="list-style-type: none"> ▪ Spelling polysyllabic words, irregular patterned words ▪ Phonics Songs & Rhymes Flip Chart (use of core program's flip charts and audio tapes) ▪ Literacy Centers for reinforcement of skills <p style="text-align: center;">GRADES 4-5 (6) SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Spelling polysyllabic words, irregular patterned words ▪ Phonics Songs & Rhymes Flip Chart (use of core program's flip charts and audio tapes) ▪ Literacy Centers for reinforcement of skills 	<p>Phonological Awareness Activities for Early Reading Success (Blevins), Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills (Fitzpatrick), Phonics Handbook: Research and Best Practice (component of CCRP - Scott Foresman Reading), Phonics from A to Z (Blevins)</p>
<p>PHONICS</p> <p>Provide systematic explicit phonics instruction with a multisensory approach in order to provide additional emphasis on the graphophonemic cueing system. Use materials such as phonics activity mats, manipulatives, audiotapes, magnetic words and letters for making words, white boards and markers, and word walls. Link phonics instruction directly to reading and writing by providing many opportunities for blending unknown words in context. Focus on developing independent word recognition strategies, by studying the internal structure of words (affixes, roots, word patterns).</p>	<p style="text-align: center;">GRADES 4-5 (6) SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Spelling polysyllabic words, irregular patterned words ▪ Phonics Songs & Rhymes Flip Chart (use of core program's flip charts and audio tapes) ▪ Literacy Centers for reinforcement of skills 	<p>Words Their Way (Bear, Templeton, Invernizzi), Phonics They Use (Cunningham), From Phonics to Fluency (Rasinski), Phonics Poetry (Rasinski), Phonics from A to Z (Blevins), Month-By-Month Phonics (Cunningham and Hall), Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook (Blevins), Making Words: Multi-level, Hands-On Spelling and Phonics Activities (Cunningham and Hall), Phonics Poetry: Teach Word Families (Rasinski)</p>

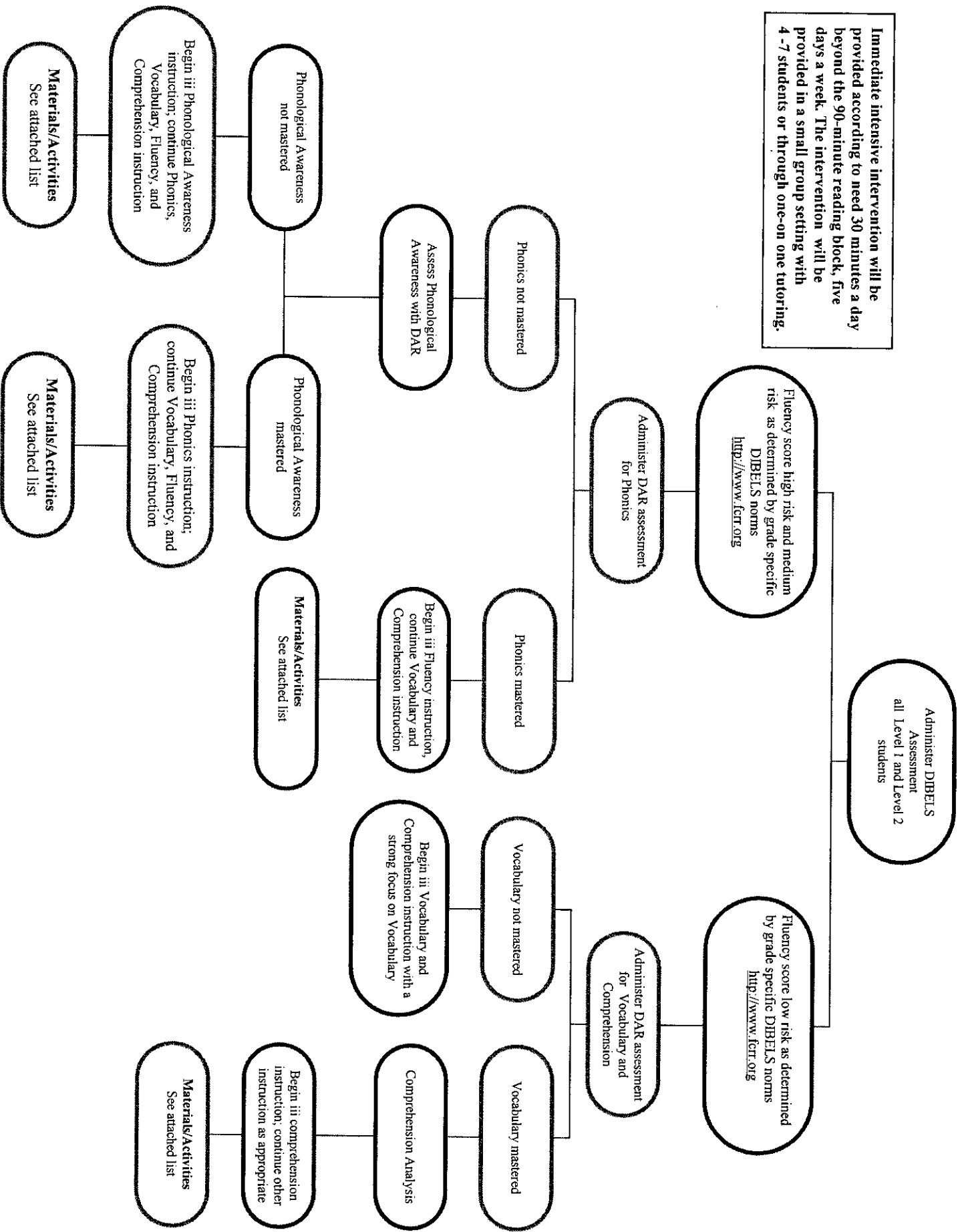
MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
<p>FLUENCY</p> <p>Use oral reading strategies to build fluency. Model oral reading by reading aloud (fluent reader such as the teacher). Provide oral support for reading through the use of choral reading, paired reading, the use of text on tape, shared reading, echo and buddy reading. Provide many practice opportunities through repeated reading, poetry reading, radio reading, and reader's theater. Other activities may be used that focus on fluency, including the Fluency Development Lesson (FDL), phrased text lessons, and Quick Reads. Integrate oral reading into content areas. Round Robin Reading is not an appropriate method of oral reading.</p>	<p>GRADE 4-5 (6) SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Teach for fluency and model phrased, fluent reading during read aloud and shared reading ▪ Multiple strategies for reading and rereading: Read-aloud, Supported Reading, Repeated Reading, Performance Reading ▪ Reader's Theatre ▪ Use of Phonics Rhymes Flip Charts for choral reading (Core Reading Program) ▪ Use of Readers Take Home Books for rereading (Core Reading Program-Paired timed rereading) ▪ Oral reading with audio tape ▪ Choral reading ▪ Use of Phonics Songs and Rhymes Audio Tapes for oral rereading (Core Reading Program) ▪ Use punctuation appropriately ▪ Emphasize the importance of reading in phrases, not just reading it fast ▪ Literacy Centers for reinforcement of skills 	<p>The Fluent Reader (Rasinski), Building Fluency: Lessons and Strategies for Reading Success (Blevins), High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play (Marland), What's After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension (Strickland), When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency (Cole), Vocabulary Instruction: Research to Practice (Baumann, Kam'enui)</p>

MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention <i>Explicit, systematic instruction</i>	REFERENCES
<p>VOCABULARY</p> <p>Connect explicit vocabulary instruction with strategic reading instruction. Focus on vocabulary meaning within context. Increase vocabulary knowledge through such activities as cloze exercises (classic, zip, maze, synonym), Vocab-O-Grams, Landsdowne cards, graphic organizers, word sorts, word walls, wide reading, structural analysis of words, story impressions, Frayer Model, and teacher read alouds.</p> <p>Focus on Tier 2 words for instruction (see Bringing Words to Life by Beck McKeown, and Kucan)</p>	<p>SAMPLE ACTIVITIES</p> <p><u>GRADES 4-5 (6)</u></p> <ul style="list-style-type: none"> ▪ Word study of regular and irregular spelling words, prefixes and suffixes, antonyms and synonyms ▪ Background Building Audio Tapes to help introduce concept vocabulary prior to reading (Core reading program) ▪ Mystery Word (Game of 20 questions to name word that fits into CLOZE sentence) ▪ Semantic mapping of a word ▪ Making words activities ▪ Mind Reader Game (utilizing word wall words) ▪ Literacy Centers for reinforcement of skills 	<p>Bringing Words to Life (Beck, McKeown, Kucan), Teaching Vocabulary in All Classrooms (Blachowitz, Fisher), Stretching Students' Vocabulary (Bromley), Words, Words, Words (Allen), Word Savvy (Brand), Teaching Vocabulary to Improve Reading Comprehension (Nagy), Vocabulary Development: From Reading Research to Practice (Stahl)</p>

MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
<p>COMPREHENSION</p> <p>Provide explicit scaffolded instruction in comprehension in order for students to learn to monitor and adjust their own reading comprehension. Increase comprehension by teaching students how to successfully employ the following cognitive strategies:</p> <ul style="list-style-type: none"> ▪ Make connections (text-to-self, text-to-text, text-to-world) ▪ Question to understand the text ▪ Visualize to create pictures in the mind while reading ▪ Determine important ideas of the text (main ideas and author's message) ▪ Synthesizing by combining known information with new information to understand the text ▪ Making inferences about the text based on questioning, predicting, and reflecting ▪ Identifying and using "fix-up" strategies to repair comprehension when it breaks down ▪ Teach students to use the strategies before, during, and after reading text. 	<p>GRADES 4-5 (6) SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Retelling ▪ Teach for comprehension and model comprehension strategies during read aloud and shared reading ▪ Demonstrate that reading is supposed to make sense ▪ Make connections using schema or background knowledge ▪ Create mental images ▪ Ask questions ▪ Infer ▪ Synthesize information ▪ Summarize ▪ Graphic Organizers (Core Reading Program and supplementary) ▪ Background Building Audio Tapes prior to reading (Core Reading Program) ▪ Post reading projects to produce product of comprehension ▪ Author's purpose study ▪ Genre study and comparison ▪ Guess the Covered Word Activity (Cloze activity) ▪ Literature Circles ▪ Literacy Centers for reinforcement of skills 	<p>Strategies that Work (Harvey, Goudvis), Reading with Meaning (Miller), Mosaic of Thought: Teaching Comprehension in a Reader's Workshop (Keene, Zimmermann), Guiding Readers and Writers: Grades 3-6 (Fountas, Pinnell), Improving Comprehension with Think-Aloud Strategies (Wilhelm), Reading Strategies That Work: Teaching Your Students to Become Better Readers (Robb), Guided Comprehension in Action: Lessons for Grades 3-8 (McLaughlin, Allen), Guided Reading (Fountas, Pinnell), Knee-to-Knee, Eye-to-Eye (Cole), Comprehension Right From the Start (Marriot), Revisit, Reflect, Retell (Hoyt), Comprehension (Owocki)</p>

Chart D2 : Assessment/Curriculum Intervention Tree for Grades 4-5 (6)

Immediate intensive intervention will be provided according to need 30 minutes a day beyond the 90-minute reading block, five days a week. The intervention will be provided in a small group setting with 4 -7 students or through one-on one tutoring.



MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
<p>PHONOLOGICAL AWARENESS</p> <p>Work on segmenting and manipulating sounds of oral language. Blending, segmenting and rhyming activities, songs, poems, riddles, alliteration, read-aloud books, and other activities that manipulate sounds are all effective vehicles for developing phonemic awareness.</p>	<p>GRADES 4-5 (6) SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Spelling polysyllabic words, irregular patterned words ▪ Phonics Songs & Rhymes Flip Chart (use of core program's flip charts and audio tapes) ▪ Literacy Centers for reinforcement of skills 	<p>Phonological Awareness Activities for Early Reading Success (Blevins), Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills (Fitzpatrick), Phonics Handbook: Research and Best Practice (component of CCRP - Scott Foresman Reading), Phonics from A to Z (Blevins)</p>
<p>PHONICS</p> <p>Provide systematic explicit phonics instruction with a multisensory approach in order to provide additional emphasis on the graphophonic cueing system. Use materials such as phonics activity mats, manipulatives, audiotapes, magnetic words and letters for making words, white boards and markers, and word walls. Link phonics instruction directly to reading and writing by providing many opportunities for blending unknown words in context. Focus on developing independent word recognition strategies, by studying the internal structure of words (affixes, roots, word patterns).</p>	<p>GRADES 4-5 (6) SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Spelling polysyllabic words, irregular patterned words ▪ Phonics Songs & Rhymes Flip Chart (use of core program's flip charts and audio tapes) ▪ Literacy Centers for reinforcement of skills 	<p>Words Their Way (Bear, Templeton, Invernizzi), Phonics They Use (Cunningham), From Phonics to Fluency (Rasinski), Phonics Poetry (Rasinski), Phonics from A to Z (Blevins), Month-By-Month Phonics (Cunningham and Hall), Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook (Blevins), Making Words: Multi-level, Hands-On Spelling and Phonics Activities (Cunningham and Hall), Phonics Poetry: Teach Word Families (Rasinski)</p>

MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
<p>FLUENCY</p> <p>Use oral reading strategies to build fluency. Model oral reading by reading aloud (fluent reader such as the teacher). Provide oral support for reading through the use of choral reading, paired reading, the use of text on tape, shared reading, echo and buddy reading. Provide many practice opportunities through repeated reading, poetry reading, radio reading, and reader's theater. Other activities may be used that focus on fluency, including the Fluency Development Lesson (FDL), phrased text lessons, and Quick Reads. Integrate oral reading into content areas. Round Robin Reading is not an appropriate method of oral reading.</p>	<p>GRADES 4-5 (6) SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Teach for fluency and model phrased, fluent reading during read aloud and shared reading ▪ Multiple strategies for reading and rereading: Read-aloud, Supported Reading, Repeated Reading, Performance Reading ▪ Reader's Theatre ▪ Use of Phonics Rhymes Flip Charts for choral reading (Core Reading Program) ▪ Use of Readers Take Home Books for rereading (Core Reading Program-Paired timed rereading) ▪ Oral reading with audio tape ▪ Choral reading ▪ Use of Phonics Songs and Rhymes Audio Tapes for oral rereading (Core Reading Program) ▪ Use punctuation appropriately ▪ Emphasize the importance of reading in phrases, not just reading it fast ▪ Literacy Centers for reinforcement of skills 	<p>The Fluent Reader (Rasinski), Building Fluency: Lessons and Strategies for Reading Success (Blevins), High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play (Marland), What's After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension (Strickland), When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency (Cole), Vocabulary Instruction: Research to Practice (Baumann, Kam'enui)</p>

MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
<p>VOCABULARY</p> <p>Connect explicit vocabulary instruction with strategic reading instruction. Focus on vocabulary meaning within context. Increase vocabulary knowledge through such activities as cloze exercises (Classic, zip, maze, synonym), Vocab-O-Grams, Landsdowne cards, graphic organizers, word sorts, word walls, wide reading, structural analysis of words, story impressions, Frayer Model, and teacher read alouds. Focus on Tier 2 words for instruction (see Bringing Words to Life by Beck McKeown, and Kucan)</p>	<p>GRADE 4-5 (6) SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Word study of regular and irregular spelling words, prefixes and suffixes, antonyms and synonyms ▪ Background Building Audio Tapes to help introduce concept vocabulary prior to reading (Core reading program) ▪ Mystery Word (Game of 20 questions to name word that fits into CLOZE sentence) ▪ Semantic mapping of a word ▪ Making words activities ▪ Mind Reader Game (utilizing word wall words) ▪ Literacy Centers for reinforcement of skills 	<p>Bringing Words to Life (Beck, McKeown, Kucan), Teaching Vocabulary in All Classrooms (Blachowicz, Fisher), Stretching Students' Vocabulary (Bronley), Words, Words, Words (Allen), Word Savvy (Brand), Teaching Vocabulary to Improve Reading Comprehension (Nagy), Vocabulary Development: From Reading Research to Practice (Stahl)</p>

MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
<p style="text-align: center;">COMPREHENSION</p> <p>Provide explicit scaffolded instruction in comprehension in order for students to learn to monitor and adjust their own reading comprehension. Increase comprehension by teaching students how to successfully employ the following cognitive strategies:</p> <ul style="list-style-type: none"> ▪ Make connections (text-to-self, text-to-text, text-to-world) ▪ Question to understand the text ▪ Visualize to create pictures in the mind while reading ▪ Determine important ideas of the text (main ideas and author's message) ▪ Synthesizing by combining known information with new information to understand the text ▪ Making inferences about the text based on questioning, predicting, and reflecting ▪ Identifying and using "fix-up" strategies to repair comprehension when it breaks down ▪ Teach students to use the strategies before, during, and after reading text. 	<p style="text-align: center;">SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Rethinking ▪ Teach for comprehension and model comprehension strategies during read aloud and shared reading ▪ Demonstrate that reading is supposed to make sense ▪ Make connections using schema or background knowledge ▪ Create mental images ▪ Ask questions ▪ Infer ▪ Synthesize information ▪ Summarize ▪ Graphic Organizers (Core Reading Program and supplementary) ▪ Background Building Audio Tapes prior to reading (Core Reading Program) ▪ Post reading projects to produce product of comprehension ▪ Author's purpose study ▪ Genre study and comparison ▪ Guess the Covered Word Activity (Cloze activity) ▪ Literature Circles ▪ Literacy Centers for reinforcement of skills 	<p>Strategies that Work (Harvey, Goudvis), Reading with Meaning (Miller), Mosaic of Thought: Teaching Comprehension in a Reader's Workshop (Keene, Zimmerman), Guiding Readers and Writers: Grades 3-6 (Fountas, Pinnell), Improving Comprehension with Think-Aloud Strategies (Wilhelm), Reading Strategies That Work: Teaching Your Students to Become Better Readers (Robb), Guided Comprehension in Action: Lessons for Grades 3-8 (McLaughlin, Allen), Guided Reading (Fountas, Pinnell), Knee-to-Knee, Eye-to-Eye (Cole), Comprehension Right From the Start (Marriot), Revisit, Reflect, Retell (Hoyt), Comprehension (Owocki)</p>

	A	B	C	D	E	F	G
1	CHART F: MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION						
2	District Name: CLAY						
3	School	Developmental Reading	SIRP	CIRP	Assessments: Screening Progress Monitoring Diagnostic Outcome SCREENING: DAR PROGRESS MONITORING: ORF/MAZE* SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature OUTCOME: FCAT	Reading Instruction Minutes Days/Week	Educational Technology
4	Bannerman Learning Center	No developmental reading program is required	Compass Reading Reader's Handbook Newspapers in Education Soar to Success Teen Newsweek Jamestown Fluency Series Best Non-Fiction Series Classroom Novel Sets	SRA Corrective/Decoding SRA RM+ 5/6 Bridges to Literature			Plugged Into Reading FCAT Explorer Bridges Computer Module
5							

	A	B	C	D	E	F	G
6	Green Cove Springs Jr High	No developmental reading program is required	Scholastic Action and Scope Magazines, Reading Counts books & quizzes, Scholastic Action Book Collection Classroom Novel Sets	SRA Corrective/Decoding SRA RM+ 5/6 Bridges to Literature	SCREENING: DAR PROGRESS MONITORING: ORF/MAZE+ SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature Placement Tests OUTCOME: FCAT	50 to 100 minutes daily, 5 days a week	Plugged Into Reading FCAT Explorer Bridges Computer Module PLATO Academy of Reading
7					SCREENING: DAR PROGRESS MONITORING: ORF/MAZE+ SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature Placement Tests OUTCOME: FCAT	50 to 100 minutes daily, 5 days a week	Plugged Into Reading FCAT Explorer Bridges Computer Module
8	Keystone Heights Jr High	No developmental reading program is required	Vocabulary Cartoons, Vocabulary Achievement, Great Source, Wild Side Books, Sharpen Up Florida, Reading Coach, Contemporary Readers, Lake Illustrated Classics, Soar to Success, Classroom Novel Sets	SRA Corrective/Decoding SRA RM+ 5/6 Bridges to Literature	SCREENING: DAR PROGRESS MONITORING: ORF/MAZE+ SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature Placement Tests OUTCOME: FCAT		Plugged Into Reading FCAT Explorer Bridges Computer Module
9							

	A	B	C	D	E	F	G
10	Lake Asbury Junior High	No developmental reading program is required	READ Magazine SCOPE Magazine Current Events Magazine Ketchup on Reading Jamestown Critical Reading Series Options Publishing - Strategies for Content Area Reading Classroom Novel Sets	SRA Corrective/Decoding SRA RM+ 5/6 Bridges to Literature	SCREENING: DAR PROGRESS MONITORING: ORF/MAZE* SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature Placement Tests	50 to 100 minutes daily, 5 days a week	Read Naturally Accelerated Reader New Century Reading Academy of Reading FCAT Explorer Bridges Computer Module Plugged Into Reading
11			Impact, Interactive Reader Plus, Jamestown Critical Reading Series, Jamestown Wildside Critical Reading, Teen Newsweek, Novel Units, Readers Handbook, Reading Fluency Readers Record, Reading Laboratory Kit, Real World Literacy, Sharpen Up!, Skimming & Scanning, Soar to Success, Times Union Newspaper, Classroom Novel Sets	SRA Corrective/Decoding SRA RM+ 5/6 Bridges to Literature	SCREENING: DAR PROGRESS MONITORING: ORF/MAZE* SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature Placement Tests	50 to 100 minutes daily, 5 days a week	Plugged into Reading FCAT Explorer Bridges Computer Module
12	Lakeside Junior High	No developmental reading program is required					
13							

	A	B	C	D	E	F	G
14	Oakleaf School	No developmental reading program is required	Corrective Reading Comprehension, Spelling Through Morphographs, Jamestown Critical Reading Series, 'Wildside', Classroom novel sets, Great Leaps	SRA Corrective/Decoding SRA RM+ 5/6 Bridges to Literature	SCREENING: DAR PROGRESS MONITORING: ORF/MAZE SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature Placement Tests OUTCOME: FCAT	50 to 100 minutes daily, 5 days a week	Bridges Computer Module New Century FCAT Explorer Academy of Reading Plugged Into Reading
15					SCREENING: DAR PROGRESS MONITORING: ORF/MAZE SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature Placement Tests OUTCOME: FCAT	50 to 100 minutes daily, 5 days a week	
16	Orange Park Jr High	No developmental reading program is required	Workshop model materials, New Century Reading, Classroom Novel Sets	SRA Corrective/Decoding SRA RM+ 5/6 Bridges to Literature	SCREENING: DAR PROGRESS MONITORING: ORF/MAZE SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature Placement Tests OUTCOME: FCAT		FCAT Explorer, Bridges computer module Plugged Into Reading
17							

	A	B	C	D	E	F	G
18	Wilkinson Jr High	No developmental reading program is required	Newspapers, Magazines, Short Stories, Poetry, Classroom Novel Sets	SRA Corrective/Decoding SRA RM+ 5/6 Bridges to Literature	SCREENING: DAR PROGRESS MONITORING: ORF/MAZE+ SRA Mastery Tests Core Program Progress Monitoring Assessments DIAGNOSTIC: DAR SRA Placement Tests Bridges to Literature Placement Tests OUTCOME: FCAT	50 to 100 minutes daily, 5 days a week	Bridges Computer Module FCAT Explorer Novels on tape with books TV shows with volume off (closed captioning) Plugged Into Reading

Chart G

Assessment/Curriculum Decision Tree
for Reading Improvement Grades (6) 7-8

Screening Assessments	Dates	IF	THEN	Interventions and Materials
FCAT SSS/NRT	March / April	Student scores Level 1 or Level 2	Place into appropriate reading class using Just Read! Florida placement guidelines Also administer FORF fluency probes to assess accuracy and rate	<p>Interventions and Materials</p> <p><u>Intensive Reading L1/L2 Fluent</u> (FORF 122 or higher – 1 block of reading – 50 minutes daily) <i>Bridges to Literature Series</i> Novel units</p> <p><u>Intensive Reading L1/L2 Disfluent</u> (121 or lower on FORF – Double block of reading – 80-100 minutes daily) <i>SR4 Corrective / Decoding</i> <i>Bridges to Literature Series</i> Novel units <i>Jamestown Fluency Materials</i></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> <p>All intensive reading classes will be capped at 18 students.</p> </div>

Assessment/Curriculum Decision Tree for Reading Improvement Grades (6) 7-8

Screening Assessments	Dates	IF	THEN	Interventions and Materials
<p>Corrective Reading Placement Tests</p> <p><i>Bridges to Literature</i> Placement Tests</p>	<p>August / September</p>	<p>Student scores reflect grade level deficiencies, use the placement guide available in both programs to determine proper placement in the series.</p>	<p>Continue to monitor student progress with program progress monitoring assessments</p> <p>Administer FORF and MAZE assessments three times during the year</p>	<p>Use of fluency-building strategies to include:</p> <ul style="list-style-type: none"> Independent Reading Read Alouds Paired Reading Choral Reading Re-Reading <p>Reader's Theater / Performance Reading</p> <p>Classroom Libraries</p> <p>Literacy circles</p> <p>Use of comprehension strategies to include:</p> <ul style="list-style-type: none"> Graphic organizers Anticipation guides Making predictions Activating Prior Knowledge Skim and Scan Formulate Questions Think Alouds Double-Entry Diaries Text Coding <p>Use of vocabulary strategies to include:</p> <ul style="list-style-type: none"> Pictorial representations Flash cards Vocabulary games Multiple exposure to vocabulary words Word Walls / Charts

Assessment/Curriculum Decision Tree for Reading Improvement Grades (6) 7-8

Progress Monitoring Assessments	Dates	IF	THEN	Interventions and Materials
FORF Fluency/MAZE 1st Probe	August / September	Student scores low risk	Continue to serve student in intensive reading; use other teacher data to determine whether to keep student in double block class or move to single block class (this decision should not be based on FORF data alone)	<p>Use of fluency-building strategies to include:</p> <ul style="list-style-type: none"> Independent Reading Read Alouds Paired Reading Choral Reading Re-Reading Reader's Theater / Performance Reading Classroom Libraries Literacy circles
FORF Fluency/MAZE 2 nd Probe	November	Student scores moderate risk	Continue to serve student in current class; provide additional fluency practice	<ul style="list-style-type: none"> Great Leaps Content Area Fluency Probes
FORF Fluency/MAZE 3 rd Probe		Student scores high risk	Continue to serve in double block of reading; determine if student is properly placed in SRA; administer the DAR	<ul style="list-style-type: none"> SRA placement test DAR assessment

A	B	C	D	E	F
1	CHART I: HIGH SCHOOL INSTRUCTIONAL MATERIALS INFORMATION				
2	District Name: CLAY		Assessments: Screening Progress Monitoring Diagnostic Outcome	Reading Instruction Minutes Days/Week	Educational Technology
3	School SIRP	CIRP	SCREENING: DAR PROGRESS MONITORING: FORF* MAZE* Read 180, on-going assessment DIAGNOSTIC: DAR OUTCOME: FCAT	50-100 minutes per day, 5 days per week	Read 180 FCAT Explorer PLATO Lab Plugged Into Reading
4	Clay High	SRA Corrective/Decoding Jamestown Signature Reading, Six-Way Paragraphs, Breakthroughs in Critical Reading, Reading to Graduate, Newspapers, READ Magazine, Classroom Novel Sets, Jamestown Critical Reading Series, Great Source Vocabulary for Achievement, Vocabulary Drills, Greek & Latin Roots, Prefixes & Suffixes, Jamestown Fluency Reader	SCREENING: DAR PROGRESS MONITORING: FORF* MAZE* Read 180, on-going assessment DIAGNOSTIC: DAR OUTCOME: FCAT	50-100 minutes per day, 5 days per week	Read 180 FCAT Explorer PLATO Lab Plugged Into Reading
5		Jamestown Signature Series, Six-Way Paragraphs, Reading Drills, Reading Fluency, Great Source Vocabulary for Achievement, Focus Series, Bluford Series, Action Magazine, Read Magazine, Classroom Novel Sets	SCREENING: DAR PROGRESS MONITORING: FORF* MAZE* Read 180, on-going assessment DIAGNOSTIC: DAR OUTCOME: FCAT	50-100 minutes per day, 5 days per week	Read 180 FCAT Explorer PLATO Lab Plugged Into Reading CD's - various titles that go with classroom books
6	Fleming Island High		Read 180, 9th gr Core		
7					
8					

	A	B	C	D	E	F
9	Keystone Heights High	Reading to Graduate, Signature Reading, Reader's Handbook, Vocabulary Cartoons, Sourcebook, Vocabulary for Achievement, Six-Way Paragraphs, Short Dramas & Teleplays, Reading fluency, Reading Fluency Readers, Reading in the Content Areas, Vocabulary Drills, Breakthroughs in Critical Reading, Jamestown Comprehension Skills Series & Writing Activities	Read 180, 9th gr CORE	SCREENING: DAR PROGRESS MONITORING: FORF* MAZE* Read 180, on-going assessment DIAGNOSTIC: DAR OUTCOME: FCAT	50-100 minutes per day, 5 days per week	Read 180 FCAT Explorer PLATO Lab Plugged Into Reading
10						

A	B	C	D	E	F
<p>11 Middleburg High</p> <p>12</p>	<p>Prentice Hall Basic Reading Skills: Comprehensive Lessons for Improvement, Bridges to Literature (ESE), New Century, Great Source - Vocabulary for Achievement, Jamestown Vocabulary Drills, Jamestown Topics from the Restless, Jamestown Six-Way Paragraph, The Bluford Series, Jamestown Signature Reading, Jamestown Comprehension Skills, Newspapers in Education, Be A Better Reader, Great Source - Reading & Writing Soucebook, Jamestown Breakthroughs in Critical Reading, Jamestown - Reading Fluency Reader/Record</p>	<p>Read 180, 9th gr CORE</p>	<p>SCREENING: DAR</p> <p>PROGRESS MONITORING: FORF* MAZE* Read 180, on-going assessment</p> <p>DIAGNOSTIC: DAR</p> <p>OUTCOME: FCAT</p>	<p>50-100 minutes per day, 5 days per week</p>	<p>Read 180 FCAT Explorer PLATO Lab Plugged Into Reading</p>

A	B	C	D	E	F
13 Orange Park High	<p>Sounds & Letters for Readers & Spellers, Why Kids Can't Read, 06/07 Clay County Articulation Plan, Differentiated Instructional Strategies for Reading in the Content Area, Vocabulary for Achievement, Vocabulary Drills, Signature Reading Series, class sets of fiction/non fiction novels, Newspapers in Education, Books on Tape, Teen Newsweek, Read Magazine, Impact Lesson Booklets, computer-aided instruction using the GED interactive software, Fluency, Strategies & Assessments, Jamestown Timed Reading Passages</p>	Read 180, 9th gr CORE	<p>SCREENING: DAR PROGRESS MONITORING: FORF* MAZE* Read 180, on-going assessment DIAGNOSTIC: DAR OUTCOME: FCAT</p>	50-100 minutes per day, 5 days per week	Read 180 FCAT Explorer PLATO Lab Plugged Into Reading
14					

A	B	C	D	E	F
15	<p>Ridgeview High</p> <p>Jamestown Materials: Comprehension, content area reading, fluency drills, Non-fiction novels, Great Source, Action Magazines, Prestwick House, Sadlier-Oxford, SCOPE Magazine, Steck-Vaughan Comprehension Skills Series, AIM Higher FCAT Reading & Writing, American Heritage 100 Words Every Freshman Should Know, CLOZE Passages, Organizing Thinking Graphic Organizers, Project CRISS book/workbook, Modern Curriculum Press - Reading in the Content Area, Quick Reads, Saddleback Comprehension Skill Boosters, Zaner-Bloser Pub. - Developing Reading Power,</p>		<p>SCREENING: DAR PROGRESS MONITORING: FORF* MAZE* DIAGNOSTIC: DAR OUTCOME: FCAT</p>	<p>50-100 minutes per day, 5 days per week</p>	<p>FCAT Explorer PLATO Lab Plugged Into Reading</p>

Chart J

Assessment/Curriculum Decision Tree for Reading Improvement Grades (9-12)

Screening Assessments	Dates	IF	THEN	Interventions and Materials
FCAT SSS/NRT	March / April	Student scores Level 1 or Level 2	Place into appropriate reading class using Just Read! Florida placement guidelines Also administer FORF fluency probes to assess accuracy and rate	<p style="text-align: center;">Interventions and Materials</p> <p><u>Intensive Reading L1/L2 Fluent</u> (FORF 122 or higher – 1 block of reading – 50 minutes daily) <i>PLATO</i> Lab Novel units FCAT Explorer Read 180 Magazines Newspapers</p> <p><u>Intensive Reading L1/L2 Disfluent</u> (121 or lower on FORF – Double block of reading – 80 - 100 minutes daily) Read 180 Novel Units Jamestown Fluency Passages Prefix/Suffix Study Materials <i>PLATO</i> Lab</p>

Assessment/Curriculum Decision Tree for Reading Improvement Grades (9-12)

Progress Monitoring Assessments	Dates	IF	THEN	Interventions and Materials
FORF Fluency//MAZE 1st Probe	August / September	Student scores low risk	Continue to serve student in intensive reading; use other teacher data to determine whether to keep student in double block class or move to single block class (this decision should not be based on FORF data alone)	<p style="text-align: center;">Use of fluency-building strategies to include:</p> <ul style="list-style-type: none"> Independent Reading Read Alouds Paired Reading Choral Reading Repeated Reading Reader's Theater / Performance Reading Classroom Libraries Literacy circles
FORF Fluency//MAZE 2 nd Probe	November	Student scores moderate risk	Continue to serve student in current class; provide additional fluency practice	<ul style="list-style-type: none"> Great Leaps Content Area Fluency Probes
FORF Fluency//MAZE 3 rd Probe	April	Student scores high risk	Continue to serve in double block of reading; administer the DAR	<ul style="list-style-type: none"> DAR assessment