

**FSDB Deaf Elem Dept Reading Materials
Updated 2009-2010**

Instructional Group <i>(By Grade and Reading Level)</i>	Core Focus and Program/Materials	Intervention Focus Program/Materials	Assessments/ Progress Monitoring
Kindergarten	Developing early literacy development in the 5 areas of reading as appropriate; Scott Foresman <i>Reading Street</i> (K); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; LA SSS.	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; sight word recognition development; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Breakthrough to Literacy, Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level K</i>	<ul style="list-style-type: none"> • Fox In the Box (as appropriate) • Bader Reading and Language Inventory (Spring) and supplemental tests. • Brigance Inventory of Early Development (spring) • Curriculum-based assessments • DIBELS Letter Naming Fluency (LNF) Test (baseline and 4 quarters). • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records
First Grade: Pre-primer Level	Continuing early literacy development in the 5 areas of reading as appropriate; Authentic Literature/Trade Books for Theme, Author and/or Genre Study; LA SSS. Breakthrough to Literacy.	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; sight word recognition development; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Breakthrough to Literacy Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Early Emergent Stage</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level K</i>	<ul style="list-style-type: none"> • Fox In the Box (as appropriate) • Bader Reading and Language Inventory (intake + Spring) and supplemental tests. • Curriculum-based assessments • DIBELS Letter Naming Fluency (LNF) Test (baseline and 4 quarters) • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton)

<p>First Grade: On Grade Level</p>	<p>Continuing early literacy development in the 5 areas of reading as appropriate; Scott Foresman <i>Reading Street</i> (1st grade); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; LA SSS</p>	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; sight word recognition development; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i>; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i>; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i>; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Emergent Stage ½</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 1</i> Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level A), Break through to Literacy.</p>	<ul style="list-style-type: none"> • Fox In the Box (as appropriate) • Bader Reading and Language Inventory (intake + Spring) and supplemental tests. • Curriculum-based assessments • DIBELS Letter Naming Fluency (LNF) Test (baseline and 4 quarters) • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton)
<p>Second Grade: Pre-primer level</p>	<p>Continuing early literacy development in the 5 areas of reading as appropriate: <i>Breakthrough to Literacy</i> (1st grade); Houghton Mifflin <i>Early Success</i> (level 1); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; LA SSS</p>	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; sight word recognition development; BTL extra support activities; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i>; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i>; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i>; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Early Emergent Stage</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level K</i></p>	<ul style="list-style-type: none"> • Fox In the Box (as appropriate) • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton)
<p>Second Grade: On Grade Level</p>	<p>Continuing early literacy development in the 5 areas of reading as appropriate: Scott</p>	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and</p>	<ul style="list-style-type: none"> • Fox In the Box (as appropriate) • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate

	Foresman <i>Reading Street</i> (2 nd grade); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; LA SSS; FCAT practice books	<p>syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i>; Speech & Language Therapy if eligible.</p> <p><u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i>; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i>; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Emergent Stage 2/Transition Stage 2-3/Early Fluency Stage 3</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 2</i> Florida FCAT Reading Coach: Introduction Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level B)</p>	<ul style="list-style-type: none"> • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton)
Third Grade: Pre-primer Level	Continuing early literacy development in the 5 areas of reading as appropriate; Houghton Mifflin <i>Early Success</i> (level 1); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; LA SSS; FCAT practice activities.	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i>; Speech & Language Therapy if eligible.</p> <p><u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i>; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i>; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Early Emergent Stage</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level K</i></p>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring) • SAT 9/10 (Summer if not promoted to 4th grade)
Third Grade: Primer Level	Continuing early literacy development in the 5 areas of reading as appropriate; Houghton Mifflin <i>Early Success</i> (level 2); Authentic	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one</p>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly)

	Literature/Trade Books for Theme, Author and/or Genre Study; LA SSS; FCAT practice activities.	instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Early Emergent Stage/Emergent Stage 1</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level K</i>	<ul style="list-style-type: none"> • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring) • SAT 9/10 (Summer if not promoted to 4th grade)
Third Grade: First Grade Level	Continuing early literacy development in the 5 areas of reading as appropriate; Houghton Mifflin <i>Soar to Success</i> (level 3); <i>Breakthrough to Literacy</i> (2 nd grade); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; LA SSS; FCAT practice activities.	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; sight word recognition development; BTL extra support activities; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Emergent Stage 1/2</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 1</i> Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level A)	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring) • SAT 9/10 (Summer if not promoted to 4th grade)
Third Grade: Second Grade Level	Continuing early literacy development in the 5 areas of reading as appropriate; <i>Breakthrough to Literacy</i> (2 nd grade); Scott Foresman <i>Reading Street</i> (3 rd grade); Authentic Literature/Trade Books	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; sight word recognition development; BTL extra support activities; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible.	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level

	for Theme, Author and/or Genre Study; LA SSS; FCAT practice activities.	<p><u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i>; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i>; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Emergent Stage 2/Transition Stage 2-3/Early Fluency Stage 3</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 2</i> Florida FCAT Reading Coach: Grade 3 Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level B)</p>	<ul style="list-style-type: none"> • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring) • Florida Third Grade Good Cause Portfolios • SAT 9/10 (Summer if not promoted to 4th grade)
Third Grade: On Grade Level	Continuing early literacy development in the 5 areas of reading as appropriate; Scott Foresman <i>Reading Street</i> (3 rd grade); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; LA SSS; FCAT practice activities.	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i>; Speech & Language Therapy if eligible.</p> <p><u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i>; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i>; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Fluency Stage 4</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 3</i> Florida FCAT Reading Coach: Grade 3 Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level C)</p>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring) • Florida Third Grade Good Cause Portfolios • SAT 9/10 (Summer if not promoted to 4th grade)
Fourth Grade: Pre-primer Level	Continuing literacy development in the five areas of reading as appropriate; Houghton Mifflin <i>Early Success</i> (level 2); Scott Foresman <i>My Sidewalks on Reading Street</i> (level A)	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i>; Speech & Language Therapy if eligible.</p>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade

	Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.	<u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Early Emergent Stage</i>	level <ul style="list-style-type: none"> • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
Fourth Grade: Primer Level	Continuing literacy development in the five areas of reading as appropriate; Houghton Mifflin <i>Early Success</i> (level 2); Scott Foresman <i>My Sidewalks on Reading Street</i> (level A) Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Early Emergent Stage/Emergent Stage 1</i>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
Fourth Grade: First Grade Level	Continuing literacy development in the five areas of reading as appropriate; <i>Early Success</i> (level 2); <i>Soar to Success</i> (level 3); Scott Foresman <i>My Sidewalks on Reading Street</i> (level B); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS;	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Emergent Stage 1/2/Transition Stage 2-3</i>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)

	FCAT practice activities.	SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 1</i> Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level A)	
Fourth Grade: Second Grade Level	Continuing literacy development in the five areas of reading as appropriate; Scott <i>My Sidewalks on Reading Street</i> (level C); <i>Soar to Success</i> (level 3); Scott Foresman <i>Reading Street</i> (3 rd grade); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Transition Stage 2-3/Early Fluency Stage 3</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 2</i> Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level B)	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
Fourth Grade: Third Grade Level	Continuing literacy development in the five areas of reading as appropriate; Scott Foreman <i>My Sidewalks on Reading Street</i> (level D); Scott Foresman <i>Reading Street</i> (4 th grade); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Pair-It Books: Fluency Stage 4</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 3</i> Florida FCAT Reading Coach: Grade 4 Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)

<p>Fourth Grade: On Grade Level</p>	<p>Continuing literacy development in the five areas of reading as appropriate; Scott Foresman <i>Reading Street</i> (4th grade); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.</p>	<p>C) Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i>; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i>; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i>; Developmental Study Center: <i>Making Meaning</i> Florida FCAT Reading Coach: Grade 4 Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level D)</p>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
<p>Fifth Grade: Pre-primer Reading Level</p>	<p>Continuing literacy development in the five areas of reading as appropriate; Houghton Mifflin <i>Early Success</i> (level 2); Scott Foresman <i>My Sidewalks on Reading Street</i> (level A) Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.</p>	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i>; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i>; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i>; Developmental Study Center: <i>Making Meaning</i></p>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
<p>Fifth Grade: Primer Reading Level</p>	<p>Continuing literacy development in the five areas of reading as appropriate; Houghton Mifflin <i>Early Success</i></p>	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-</p>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency

	(level 2); Scott Foresman <i>My Sidewalks on Reading Street</i> (level A) Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.	assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i>	(ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1 st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
Fifth Grade: First Grade Reading Level	Continuing literacy development in the five areas of reading as appropriate; <i>Early Success</i> (level 2); <i>Soar to Success</i> (level 3); Scott <i>My Sidewalks on Reading Street</i> (level B); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level A)	• Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1 st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
Fifth Grade: Second Grade Reading Level	Continuing literacy development in the five areas of reading as appropriate; Scott Foresman <i>My Sidewalks on Reading Street</i> (level C); <i>Soar to Success</i> (level 3); Scott Foresman <i>Reading Street</i> (3 rd grade); Authentic Literature/Trade Books	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge;	• Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1 st grade level • Teacher/Student Conferencing • Running Records

	for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.	Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 2</i> Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level B)	<ul style="list-style-type: none"> • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
Fifth Grade: Third Grade Reading Level	Continuing literacy development in the five areas of reading as appropriate; <i>Soar to Success</i> (level 4); Scott Foresman <i>My Sidewalks on Reading Street</i> (level D); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> SRA/McGraw-Hill <i>Building Vocabulary Skills: Level 3</i> Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level C)	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
Fifth Grade: Fourth Grade Reading Level	Continuing literacy development in the five areas of reading as appropriate; <i>Soar to Success</i> (level 5); Scott Foresman <i>My Sidewalks on Reading Street</i> (level E); Scott Foresman <i>Reading Street</i> (5 th grade); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.	Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i> ; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i> ; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i> ; Developmental Study Center: <i>Making Meaning</i> Florida FCAT Reading Coach: Grade 5 Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level D)	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)

<p>Fifth Grade: On Grade Level</p>	<p>Continuing literacy development in the five areas of reading as appropriate; Scott Foresman <i>Reading Street</i> (5th grade); Authentic Literature/Trade Books for Theme, Author and/or Genre Study; school-wide monthly reading strategy focus; LA SSS; FCAT practice activities.</p>	<p>Direct instruction in the 5 components of reading; Intensive oral/sign vocabulary and language development activities; Explicit instruction in the cueing systems of English: pragmatics, semantics, and syntax; If appropriate, before and after school tutor-assisted reading; small group or one-on-one instruction; <i>Reading A-Z</i>; Speech & Language Therapy if eligible. <u>Supplemental / Other:</u> Steck-Vaughn <i>Elements of Reading: Phonics, Phonemic Awareness, Comprehension, and Vocabulary</i>; 100 Book Challenge; Great Source: <i>Lessons in Literacy</i>; Developmental Study Center: <i>Making Meaning</i> Florida FCAT Reading Coach: Grade 5 Steck-Vaughn <i>Think-Alongs: Comprehending as you read</i> (level E)</p>	<ul style="list-style-type: none"> • Bader Reading and Language Inventory (intake + Spring) and supplemental tests if appropriate • Curriculum-based assessments • DIBELS Oral Reading Fluency (ORF) Test (Base line and quarterly) • Oral Reading Fluency Testing for students reading at or above 1st grade level • Teacher/Student Conferencing • Running Records • MAZE testing • 1200 Word List (Rebecca Sitton) • FCAT (Spring)
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