

Marion County Matrix of Literacy Materials for Interventions

Kindergarten

Literacy Component	Material/Program	Program Protocol (Time, Delivery, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	LLI Level A	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records
	My Sidewalks – Early Interventions A and B	Small group 2-5 students; one 30-minute period or two 15-minute periods	Program placement test; progress monitoring, checklists, exit test; can be used with DIBELS
	IPAP	Small group 2-6 students; 30-minutes	DIBELS
	Fast ForWord Basics/Reading Readiness	Individual; computer delivery; no time limit	Printable pre/post test on letter identification, beginning and ending sounds
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Phonics			
	LLI Level A	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records
	My Sidewalks – Early Intervention B	Small group 2-5 students; one 30-minute period or two 15-minute periods	Program placement test; progress monitoring, checklists, exit test; can be used with DIBELS
	Fast ForWord Basics/Reading Readiness	Individual; computer delivery; no time limit	Printable pre/post test on letter identification, beginning and ending sounds
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Fluency			
	LLI Level A - Phonetic Segmentation Fluency	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records
	My Sidewalks – Early Intervention A and B (phonetic segmentation fluency only)	Small group 2-5 students; one 30-minute period or two 15-minute periods	Program placement test; progress monitoring, checklists, exit test; can be used with DIBELS
Vocabulary			
	LLI Level A	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records
	My Sidewalks – Early Intervention B	Small group 2-5 students; one 30-minute period or two 15-minute periods	Program placement test; progress monitoring, checklists, exit test; can be used with DIBELS
	Fast ForWord Language to Reading V2 (2 nd semester)	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Comprehension			
	LLI Level A	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records

	My Sidewalks – Early Intervention B	Small group 2-5 students; one 30-minute period or two 15-minute periods	Program placement test; progress monitoring, checklists, exit test; can be used with DIBELS
	Fast ForWord Language V2 – 1 st semester – for oral language comprehension	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**

First Grade

Marion County Matrix of Literacy Materials for Interventions

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	LLI Levels A-C	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks –Level A	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	IPAP	Small group 2-6 students; 30-minutes	DIBELS
	Fast ForWord Basics for reinforcement/review of colors, shapes, initial and final sounds, upper and lowercase letters Reading Readiness	Individual; computer delivery; no time 30-minutes	Printable pre/post test on letter identification, beginning and ending sounds for Basics
	Fast ForWord LanguageV2 and/or Language to Reading V2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Fast ForWord Reading 1 (2 nd semester only)	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Phonics			
	LLI Levels A-C	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (phonics fluency – best used to supplement another phonics intervention)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord LanguageV2 and/or Language to Reading V2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Fast ForWord Reading 1 (2 nd semester)	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words,

			vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Fluency			
	LLI Levels A-C	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant – for students reading at least 25 WPM – Levels K-3	Individual/small groups; computer delivery; no time limit	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
Vocabulary			
	LLI Levels A-C	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	LanguagetoReading V2; extensive work with beginning sight words	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Fast ForWord Reading 1 (2 nd semester)	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant – for students reading at least 25 WPM Levels K-3	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents

Comprehension			
	LLI Levels A-C	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (not for use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	
	LanguagetoReading V2; focus on oral comprehension to written comprehension	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Fast ForWord Reading 1 (2 nd semester)	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant – for students reading at least 25 WPM – Levels K-3	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	LLI Levels A-J	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Fast ForWord LanguageV2 and/or Language to Reading V2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Fast ForWord Reading 1 and/or 2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Phonics			
	LLI Levels A-J	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A-B	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (phonics fluency – best used to supplement another phonics intervention)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord LanguageV2 and/or Language to Reading V2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Fast ForWord Reading 1 and/or 2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. Only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents

Fluency			
	LLI Levels A-J	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing,(Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A-B	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant – for students reading at least 25 WPM – Levels K-3	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
Vocabulary			
	LLI Levels A-J	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing,(Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A-B	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	LanguagetoReading V2; extensive work with beginning sight words	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Fast ForWord Reading 1 and/or 2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant — Levels K-3	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
Comprehension			
	LLI Levels A-J	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing,(Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A-B	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (Not four use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	DIBELS RTF
	Fast ForWord Reading 1 and/or 2	Individual/small groups; computer	Pre/post test (Reading Progress Indicator);

		delivery; 30 minute protocol	extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant - Levels K-3	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	My Sidewalks – Level A	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Fast ForWord LanguageV2 and/or Language to Reading V2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Phonics			
	LLI Levels C-N	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Levels A-C	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (phonics fluency – best used to supplement another phonics intervention)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord LanguageV2 and/or Language to Reading V2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Fast ForWord Reading 1 and/or 2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
Fluency			
	LLI Levels C-N	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Levels A-C	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant — Levels K-3, 4-5	Individual/small groups; computer	Pre/post test; extensive reports including

		delivery; no time limit	fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
Vocabulary			
	LLI Levels C-N	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Levels A-C	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Reading Assistant– Levels K-3, 4-5	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Fast ForWord Reading 1 and/or 2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Comprehension			
	LLI Levels C-N	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Levels A-C	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (not for use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program.	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	DIBELS RTF
	Reading Assistant– Levels K-3, 4-5	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Fast ForWord Reading 1 and/or 2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents

*All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

Fourth Grade

Marion County Matrix of Literacy Materials for Interventions

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	Fast ForWord LanguageV2 and/or Language to Reading V2	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
Phonics			
	LLI Levels C-N	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A-D	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (phonics fluency – best used to supplement another phonics intervention)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Reading 2 or Reading 3	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Fluency			
	LLI Levels C-N	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A-D	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant– Levels K-3, 4-5, 6-8	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task,

		prompts from computer.	correct responses/trials; saves student reading making it available for replay at SAT meetings
Vocabulary			
	LLI Levels C-N	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A-D	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Fast ForWord Reading 2 or Reading 3	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– Levels K-3, 4-5, 6-8 if available	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents
Comprehension			
	LLI Levels C-N	Small group 3-4 students; 30 minutes daily	Benchmark Assessment System 1, Running Records with Oral Reading Fluency, Reading Rate, Comprehension Conversation, Writing, (Optional Assessments – Sight Words, Vocabulary, and Phonics; LLI Running Records
	My Sidewalks – Level A-D	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (not for use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	DIBELS RTF
	Fast ForWord Reading 2 or Reading 3	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– Levels K-3, 4-5, 6-8	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	i-Ready Fairview Elem. only	Individual, on-line	Program has diagnostic, benchmark, progress monitoring assessments, and reports for parents

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	Fast ForWord Literacy or Literacy Advanced	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
Phonics			
	SRA Reading Laboratory Word Study Phonics	20-40 minute sessions (suggested 8 session spaced closely together) suggested core interventions; individual student directed learning	Student placement via Starting Level Guide; program assessments both diagnostic and prescriptive moving students through reading levels
	My Sidewalks – Levels B-E	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (phonics fluency – best used to supplement another phonics intervention)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Reading 3	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials; monitoring, exiting
Fluency			
	My Sidewalks – Levels B-E	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant– Levels K-3, 4-5, 6-8	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
Vocabulary			
	SRA Reading Laboratory (2a, 2b, 2c) Structural Analysis, Word Meaning, Grammar	20-40 minute sessions (suggested 8 session spaced closely together) suggested core interventions; individual student directed learning	Student placement via Starting Level Guide; program assessments both diagnostic and prescriptive moving students through reading levels
	My Sidewalks – Levels B-E	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Fast ForWord Reading 3	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting

	Reading Assistant– Levels K-3, 4-5, 6-8	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
Comprehension			
	SRA Reading Laboratory (2a, 2b, 2c) Literal comprehension Inferential comprehension	20-40 minute sessions (suggested 8 session spaced closely together) suggested core interventions; individual student directed learning	Student placement via Starting Level Guide; program assessments both diagnostic and prescriptive moving students through reading levels
	My Sidewalks – Levels B-E	Intense small group instruction (2-3 students) 30-45 minutes daily	Four Step Assessment Program: Diagnostic, Placement, Progress Monitoring, Exiting
	Great Leaps (not for use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	DIBELS RTF
	Fast ForWord Reading 3	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– Levels K-3, 4-5, 6-8 if available	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**

Marion County Matrix of Literacy Materials

Sixth Grade

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	Fast ForWord Literacy or Literacy Advanced	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
Phonics			
	Great Leaps (phonics fluency – best used to supplement another phonics intervention such as Fast ForWord Literacy or Literacy Advanced.)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Literacy, Literacy Advanced, Reading 3,4	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
Fluency			
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
Vocabulary			
	Fast ForWord Reading 3, 4	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
Comprehension			
	Great Leaps (not for use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts

	Fast ForWord Reading 3,4	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**

Marion County Matrix of Literacy Materials

Seventh Grade

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	Fast ForWord Literacy or Literacy Advanced	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
Phonics			
	Great Leaps (phonics fluency – best used to supplement another phonics intervention such as Fast ForWord Literacy or Literacy Advanced.)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Literacy, Literacy Advanced, Reading 3,4	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Holt Reading Solutions (Holt Elements of Literature)	Individual; to distinguish between different letter-sound correspondences.	Phonics Chart and Decoding section page xxxviii
Fluency			
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Holt Reading Solutions	Individual student reading	Read aloud; some lesson ; some include fluency activities
	Holt Adaptive Reader	Individual student reading	Adaptive readings read aloud; oral pre-reading of selections
Vocabulary			
	Fast ForWord Reading 3, 4	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings

	Holt Reading Solutions (Holt Elements of Literature)	Individual assessment; small group skill based instruction	Diagnostic Assessment to target reading skills deficiencies; intervention lesson plans with strategies and activities for remediation
Comprehension			
	Great Leaps (not for use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Reading 3,4	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Holt Reading Solutions (Holt Elements of Literature)	Individual assessment; small group skill based instruction	Diagnostic Assessment to target reading skills deficiencies; intervention lesson plans with strategies and activities for remediation; worksheets for quick comprehension check

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**

Marion County Matrix of Literacy Materials

Eighth Grade

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	Fast ForWord Literacy or Literacy Advanced	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
Phonics			
	Great Leaps (phonics fluency – best used to supplement another phonics intervention such as Fast ForWord Literacy or Literacy Advanced.)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Literacy, Literacy Advanced, Reading 3,4	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Holt Reading Solutions (Holt Elements of Literature)	Individual; to distinguish between different letter-sound correspondences.	Phonics Chart and Decoding section page xxxviii
	SRA Reading Laboratory Word Study Phonics – Level 3	20-40 minute sessions (suggested 8 session spaced closely together) suggested core interventions; individual student directed learning	Student placement via Starting Level Guide; program assessments both diagnostic and prescriptive moving students through reading levels
Fluency			
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Holt Reading Solutions	Individual student reading	Read aloud; some lesson ; some include fluency activities
	Holt Adaptive Reader	Individual student reading	Adaptive readings read aloud; oral pre-reading of selections
Vocabulary			
	Fast ForWord Reading 3, 4	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer	Pre/post test; extensive reports including

		delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Holt Reading Solutions (Holt Elements of Literature)	Individual assessment; small group skill based instruction	Diagnostic Assessment to target reading skills deficiencies; intervention lesson plans with strategies and activities for remediation
	SRA Reading Laboratory – Level 3 Structural Analysis, Word Meaning, Grammar	20-40 minute sessions (suggested 8 session spaced closely together) suggested core interventions; individual student directed learning	Student placement via Starting Level Guide; program assessments both diagnostic and prescriptive moving students through reading levels
Comprehension			
	Great Leaps (not for use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Reading 3,4	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Holt Reading Solutions (Holt Elements of Literature)	Individual assessment; small group skill based instruction	Diagnostic Assessment to target reading skills deficiencies; intervention lesson plans with strategies and activities for remediation; worksheets for quick comprehension check
	SRA Reading Laboratory Level 3 Literal comprehension Inferential comprehension	20-40 minute sessions (suggested 8 session spaced closely together) suggested core interventions; individual student directed learning	Student placement via Starting Level Guide; program assessments both diagnostic and prescriptive moving students through reading levels

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**

Marion County Matrix of Literacy Materials

Ninth Grade

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	Fast ForWord Literacy or Literacy Advanced	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
Phonics			
	Great Leaps (phonics fluency – best used to supplement another phonics intervention such as Fast ForWord Literacy or Literacy Advanced.)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Literacy, Literacy Advanced, Reading 3,4, 5	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Holt Reading Solutions (Holt Elements of Literature)	Individual; to distinguish between different letter-sound correspondences.	Phonics Chart and Decoding section page xxxviii
Fluency			
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Holt Reading Solutions	Individual student reading	Read aloud; some lesson ; some include fluency activities
	Holt Adaptive Reader	Individual student reading	Adaptive readings read aloud; oral pre-reading of selections
Vocabulary			
	Fast ForWord Reading 3, 4, 5	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings

	Holt Reading Solutions (Holt Elements of Literature)	Individual assessment; small group skill based instruction	Diagnostic Assessment to target reading skills deficiencies; intervention lesson plans with strategies and activities for remediation
Comprehension			
	Great Leaps (not for use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Reading 3,4, 5	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Holt Reading Solutions (Holt Elements of Literature)	Individual assessment; small group skill based instruction	Diagnostic Assessment to target reading skills deficiencies; intervention lesson plans with strategies and activities for remediation; worksheets for quick comprehension check

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**

Marion County Matrix of Literacy Materials

Tenth – Twelfth Grades

Literacy Component	Material/Program	Program Protocol (Time, Duration, Suggested Grouping, etc.)	Monitoring Tool
Phonological Awareness			
	Fast ForWord Literacy or Literacy Advanced	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
Phonics			
	Great Leaps (phonics fluency – best used to supplement another phonics intervention such as Fast ForWord Literacy or Literacy Advanced.)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Literacy, Literacy Advanced, Reading 3,4, 5	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Holt Reading Solutions (Holt Elements of Literature)	Individual; to distinguish between different letter-sound correspondences.	Phonics Chart and Decoding section page xxxviii
Fluency			
	Great Leaps	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Holt Reading Solutions	Individual student reading	Read aloud; some lesson ; some include fluency activities
	Holt Adaptive Reader	Individual student reading	Adaptive readings read aloud; oral pre-reading of selections
Vocabulary			
	Fast ForWord Reading 3, 4, 5	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings

	Holt Reading Solutions (Holt Elements of Literature)	Individual assessment; small group skill based instruction	Diagnostic Assessment to target reading skills deficiencies; intervention lesson plans with strategies and activities for remediation
Comprehension			
	Great Leaps (not for use as a comprehension intervention, but supplemental questions and expressive language components can be used to enhance another program)	Individual setting; one-minute timing per section administered. Teachers may choose to use all sections of the program or choose one or more sections to target a specific need.	Great Leaps program charts
	Fast ForWord Reading 3, 4, 5	Individual/small groups; computer delivery; 30 minute protocol	Pre/post test (Reading Progress Indicator); extensive reports on specific errors including letter/sound recognition, sight words, vocabulary, comprehension, time on task, correct responses/trials, monitoring, exiting
	Reading Assistant– All Levels	Individual/small groups; computer delivery; no time limit; ability to preview vocabulary, read orally, and receive prompts from computer.	Pre/post test; extensive reports including fluency, comprehension skills, comprehension traits, frequently missed words, time on task, correct responses/trials; saves student reading making it available for replay at SAT meetings
	Holt Reading Solutions (Holt Elements of Literature)	Individual assessment; small group skill based instruction	Diagnostic Assessment to target reading skills deficiencies; intervention lesson plans with strategies and activities for remediation; worksheets for quick comprehension check

***All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.**