Extended Learning Opportunity Resources
Elementary Reading

Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must occur during the school day and be in addition to, or as an extension of, the ninety-minute reading block, in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied (State Rule 6A-6.054). Extended Learning Opportunities should build on the core and intervention instruction students receive during the school day. Materials should be focused on students’ specific areas of deficiency and include explicit instruction in target skills and strategies. The following resources can be used alone or combined during tutoring sessions and after school or Saturday camps.

- **Struggling Reader Chart Materials**
  The Elementary Struggling Reader Chart lists resources that should be considered when students need more strategic or intensive intervention instruction. Review the chart for specific district supported interventions and supplemental resources identified with focus component/s for instruction and implementation options.

- **Read Works**
  ReadWorks is presented by educators and the not-for-profit organization Urban Education Exchange (a 501c3). Our sole mission is to close the achievement gap in reading comprehension throughout the United States. We improve teacher effectiveness and student achievement by providing K–6 educators with a proven online reading comprehension curriculum and methodology, together with targeted online and in-person training.

- **Time for Kids Magazines (FCAT Edition)**
  Classroom sets of Time for Kids magazines were included with the Treasures’ Comprehensive Core Reading Program in grades 1-5. Each magazine contains 15 issues of Time for Kids, with each issue comprised of two articles and a text feature. The Teacher’s manual contains lessons divided into modeling of skills with the first article and application of skills with the second article and text feature. Time for Kids transparencies for all grades levels (1-5) are available in the online TE Resources on BEEP, and could be projected for teacher modeling and instruction. Correlations with the articles and lessons and the 2007 Sunshine State Standards are available on the ELR CAB conference, Treasures folder. Schools could match the Time for Kids' issues and lessons with the focus benchmark for the extended learning opportunity. The Time for Kids teacher’s manual also contains a recommended table for using the materials throughout the year or immediately before FCAT.

- **Highlights for Kids:**
  The website Highlights for Kids http://www.highlightskids.com/ has a variety of high-interest stories and activities at different levels. These could be projected and used for teacher modeling, discussions, and connections with the FCAT tested benchmarks. The Treasures/Trophies graphic organizers and FCAT questions stems could be used with these stories to help support understanding of the text.
• **Super QAR Comprehension Intervention Program**
  [https://www.mheonline.com/program/view/5/1/31/0076034690](https://www.mheonline.com/program/view/5/1/31/0076034690)
  The Super QAR program comes with a teacher resource guide, student activity books (one needed per student), overhead transparencies, and QAR poster. Through a series of concept and booster lessons, students are taught to apply Question and Answer strategies as they strategically read grade level text. Materials can be ordered at McGraw Hill.com.

• **Scaffolded Discussion Templates:**
  Scaffolded discussion templates were developed as a part of FAIR to foster student engagement and involvement in the process of developing and interpreting meaning from written text. Students are taught to use evidence from the text to answer questions and draw conclusions /make inferences based on textual information and one’s own knowledge (QAR strategies). Discussion templates can be used for modeling, instruction, assessment, or individualized support. These passages are lexiled, provided in Oral Reading Fluency form, and include benchmark based comprehension questions. They can be found in the Reading Resources K-5 Link in the BEEP Learning Village Home Page: [http://beep.browardschools.com/ssoPortal/pdf/FAIR/FINAL_TOOLKIT_Lexile_Passages.pdf](http://beep.browardschools.com/ssoPortal/pdf/FAIR/FINAL_TOOLKIT_Lexile_Passages.pdf)

• **Treasures’ Spiral Unit Reviews and “Show What You Know”**
  Two-story spiral reviews of the skills taught during each Treasures’ unit are included with the Treasures Comprehensive Core Reading Program, along with an FCAT based “Show What You Know” assessment for the review. The passages are included with the student book and the “Show What You Know” assessments are included in a separate resource book. Both the stories and assessments are available in the online textbook resources on BEEP, and can be projected for teacher modeling and student involvement. Lessons within the teachers’ editions include specific modeled think-alouds to show students how they can use test-taking, comprehension, vocabulary, and study skill strategies to arrive at correct answers. These spiral reviews can be used in extended learning opportunities if they are not being used as part of the core instruction, or after being used in core instruction for support.

• **FCRR Centers and Empowering Teachers Lessons**
  A variety of centers to support all FCAT tested benchmarks can be found on the FCRR site. Centers could be used with the teacher and a small group during Extended Learning Opportunities to support all FCAT tested benchmarks.

• **Literacy Essentials and Reading Network (LEaRN)**
  [http://learn.nefec.org/resources/content/teacher/elementary/comprehension/strategies/index.htm](http://learn.nefec.org/resources/content/teacher/elementary/comprehension/strategies/index.htm)
  The Literacy Essentials and Reading Network (LEaRN) website has video clips and resources for teaching strategies, elements of reading, and comprehension benchmarks. The activities and lessons would be effective for use in ELO’s:

• **Core Curriculum FCAT Tutoring Lessons**
  The Core Curriculum Department developed FCAT tutoring lessons to reinforce highlighted FCAT tested benchmarks during small group tutor-directed guided readings of leveled readers from the Reading A to Z website: [http://www.readinga-z.com/](http://www.readinga-z.com/) **(NOTE: This is a pay for subscription website. You must have a subscription at your school in order to access the books.)** The titles of the books, lessons, and additional benchmark resources are available in the K-5 Reading Resources Link in BEEP’s

• **Buzz About It**  
  http://teacher.scholastic.com/products/classroombooks/buzzabout.htm  
The Buzz About It Interactive Reading program focuses on the skills and strategies specific to literacy development with informational text. The program includes 50 informational text trade books for each grade level (K, 1, and 2). Teachers model the reading and thinking process as proficient readers and provide multiple opportunities for students to respond to the text through reading, writing, speaking, and listening.

**TECHNOLOGY PROGRAMS:**

• **Renzulli**  
  http://www.renzullilearning.com/default.aspx  
The Renzulli program is a supplemental teacher support and student engagement application and differentiated learning tool. It offers unique and engaging learning opportunities for students to increase their knowledge, explore their passions and interests, and expand on previously learned concepts.

• **FCAT Explorer**  
  http://www.fcatexplorer.com/  
FCAT Explorer, developed by the Florida Department of Education, is a free, online, web-based program designed to supplement reading instruction, and reinforce reading skills outlined in the Sunshine State Standards (SSS). The program supplements the comprehensive core reading program by supporting students with practice reading FCAT-like passages, answering FCAT-like questions with immediate feedback, vocabulary building games and activities, and animated reading for pleasure. Once students receive sign-in capabilities to FCAT Explorer, they are able to access and use the program in school, at home, or in remote locations such as public libraries. The program is adaptive and changes the amount of support students receive based upon their performance.

• **Florida Focus**  
  http://focus.florida-achieves.com/(S(skun453ksp5f5o5522cxyy45))/login.aspx  
This Florida Department of Education website offers online mini-assessments for reading, math, and science. For each focus in reading and each benchmark in math and science, Focus offers a 5-item test and a 5-item retest. Currently mini-assessments are available for 5th, 7th, 8th, and 11th grade science and for all math benchmarks (grades 3 through 9, Algebra I, and Geometry) and reading foci (grades 3 through 10). Students and teachers can use their FCAT Explorer sign-in name and password to begin using Focus immediately.

• **istation**  
  http://www.istation.com/  
Istation Reading is a data-driven reading intervention program for students in Pre-K through Grade 5 that promotes reading acceleration and progress through a high-interest online interactive curriculum.

• **Ticket to Read**  
  http://www.tickettoread.com/
Ticket to Read is an engaging and motivating web-based computer program that builds phonics, vocabulary, fluency, and comprehension with multiple levels and hundreds of reading passages.

**NOTE:** FCAT benchmark question stems (listed on the Elementary Reading Instructional Focus Calendar) could be used to generate discussion and model skills with all reading materials listed above.