

Vocabulary Deficiency:

| PROGRAM | SYNOPSIS |
|---|---|
| READING MASTERY | Develops decoding, word recognition and comprehension skills that transfer to other subject areas |
| HARCOURT/ STORYTOWN STRATEGIC INTERVENTION | Overall boost to weekly vocabulary and skill instruction. |
| HARCOURT/ TROPHIES STRATEGIC INTERVENTION | Overall boost to weekly vocabulary and skill instruction. |
| HARCOURT/ STORYTOWN INTERVENTION STATION | Individual TM per each area of reading gives, specific to need, intense lesson in only the child's weak area. |
| HARCOURT/ TROPHIES INTERVENTION STATION | Individual TM per each area of reading gives, specific to need, intense lesson in only the child's weak area. |
| MAKING CONNECTIONS- | The program's goal is to equip all students with the strategies necessary to monitor comprehension and construct meaning by implementing these strategies before, during, and after reading informational and narrative text . A further expectation is that rereading text to develop fluency, and increasing word knowledge to develop vocabulary will increase comprehension. |
| ODYSSEY | CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. |
| WWW.FCRR.ORG | Research-Based activities in each area of reading. (all materials included) |
| LANGUAGE FOR LEARNING | Comprised of six learning strands: actions, descriptions of objects, information and background knowledge, instructional words and problem-solving concepts, classification, and problem-solving strategies. |
| LANGUAGE FOR THINKING | Categories of tracks listed in the program's scope and sequence are actions, classification, word skills, reasoning skills, information, sentence skills, absurdity, directional skills, concept application, storytelling, and collecting information. |