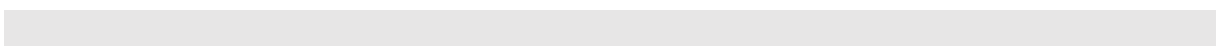
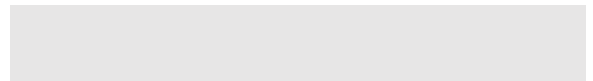
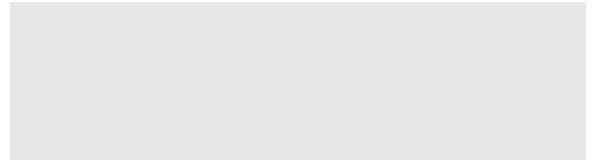


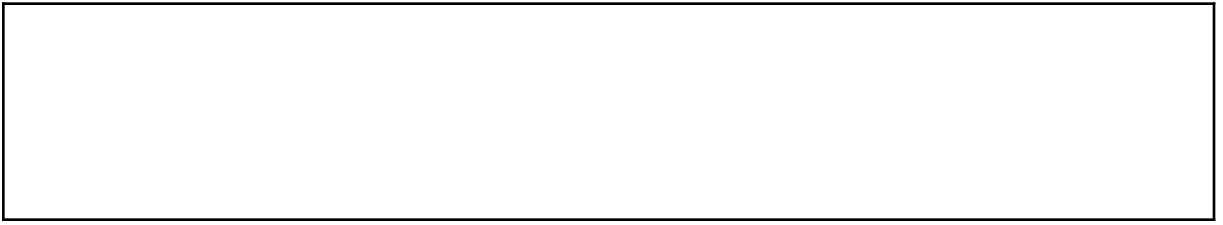
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- *School-based Literacy Leadership teams look at all data that is available (core and intervention) every time they meet.*



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Literacy Coach District Learning Community (LC-DLC)

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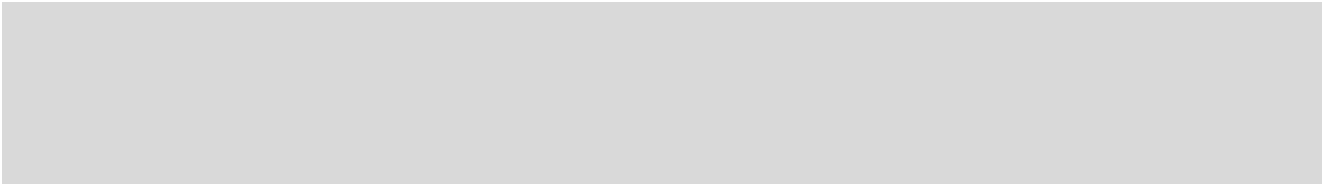
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F.A.S.T.

Level 1

Level 2

Level 3

11th St

DM 1 DM 2 DM 3 DM 4 DM 5 DM 6

Spanish 6 and above

Spanish 1-5

Mundo Oral Language

Kindergarten 3-4

Grade 1-2

Kindergarten 5-7

Grade 8-12

Kindergarten 1-2

Grade 3-5

Grade 6-8

Grade 9-12

Grade 13-15

Grade 16-18

Grade 19-21

Grade 22-24

Grade 25-27

Grade 28-30

Grade 31-33

Grade 34-36

Grade 37-39

Grade 40-42

Grade 43-45

Grade 46-48

Grade 49-51

Grade 52-54

Grade 55-57

Grade 58-60

Grade 61-63

Grade 64-66

Grade 67-69

Grade 70-72

Grade 73-75

Grade 76-78

Grade 79-81

Grade 82-84

Grade 85-87

Grade 88-90

Grade 91-93

Grade 94-96

Grade 97-99

Grade 100-102

Grade 103-105

Grade 106-108

Grade 109-111

Grade 112-114

Grade 115-117

Grade 118-120

Grade 121-123

Grade 124-126

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Grade 658-660

Grade 661-663

Grade 664-666

Grade 667-669

Grade 670-672

Grade 673-675

Grade 676-678

Grade 679-681

Grade 682-684

Grade 685-687

Grade 688-690

Grade 691-693

Grade 694-696

Grade 697-699

Grade 700-702

Grade 703-705

Grade 706-708

Grade 709-711

Grade 712-714

Grade 715-717

Grade 718-720

Grade 721-723

Grade 724-726

Grade 727-729

Grade 730-732

Grade 733-735

Grade 736-738

Grade 739-741

Grade 742-744

Grade 745-747

Grade 748-750

Grade 751-753

Grade 754-756

Grade 757-759

Grade 760-762

Grade 763-765

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Grade 778-780

Grade 781-783

Grade 784-786

Grade 787-789

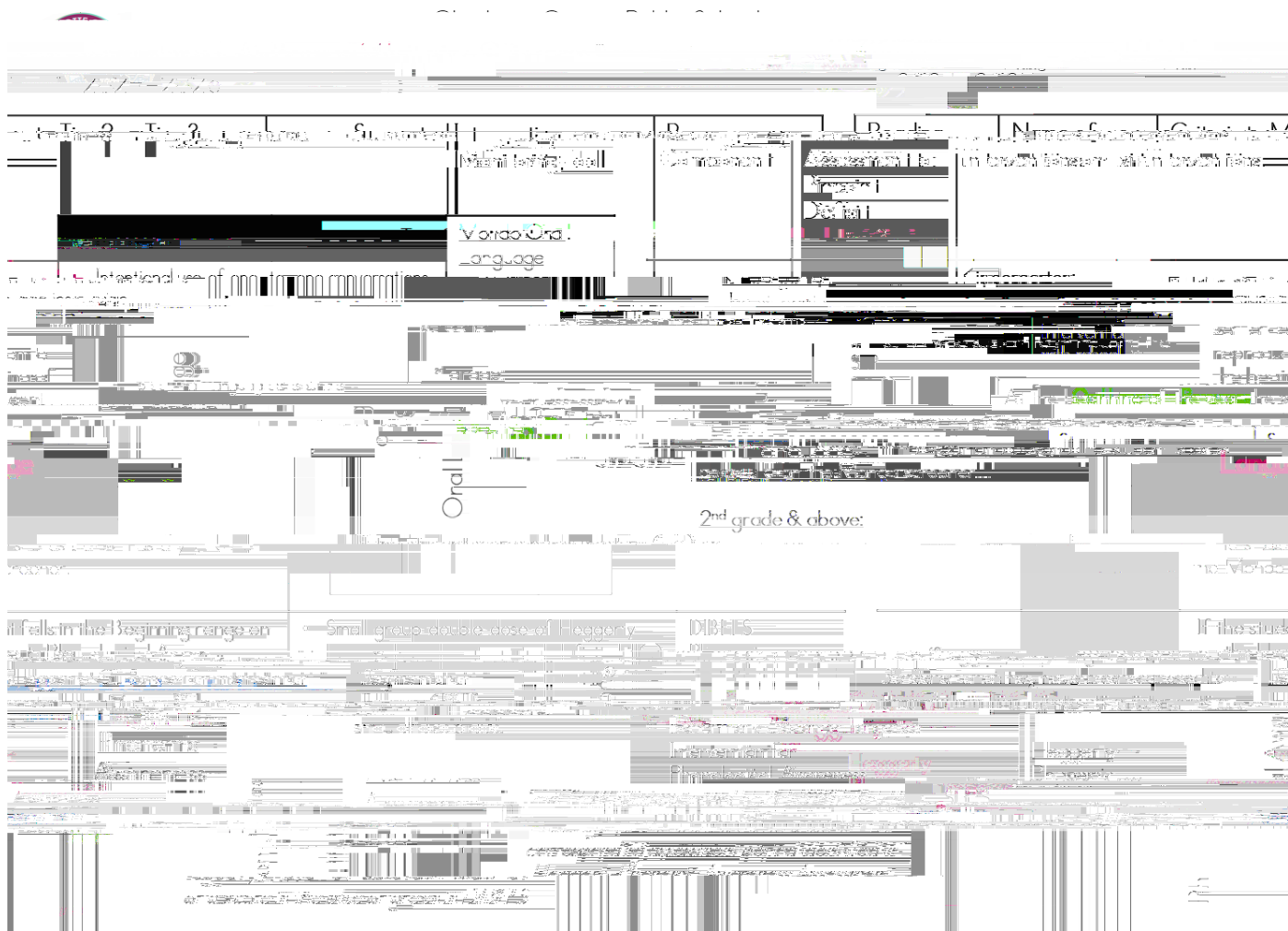
Grade 790-792

Grade 793-795

Grade 796-798

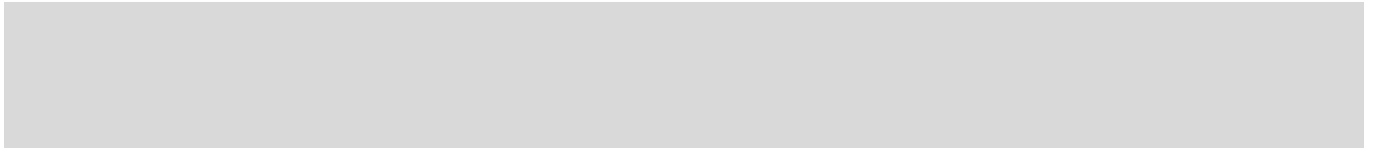
Grade

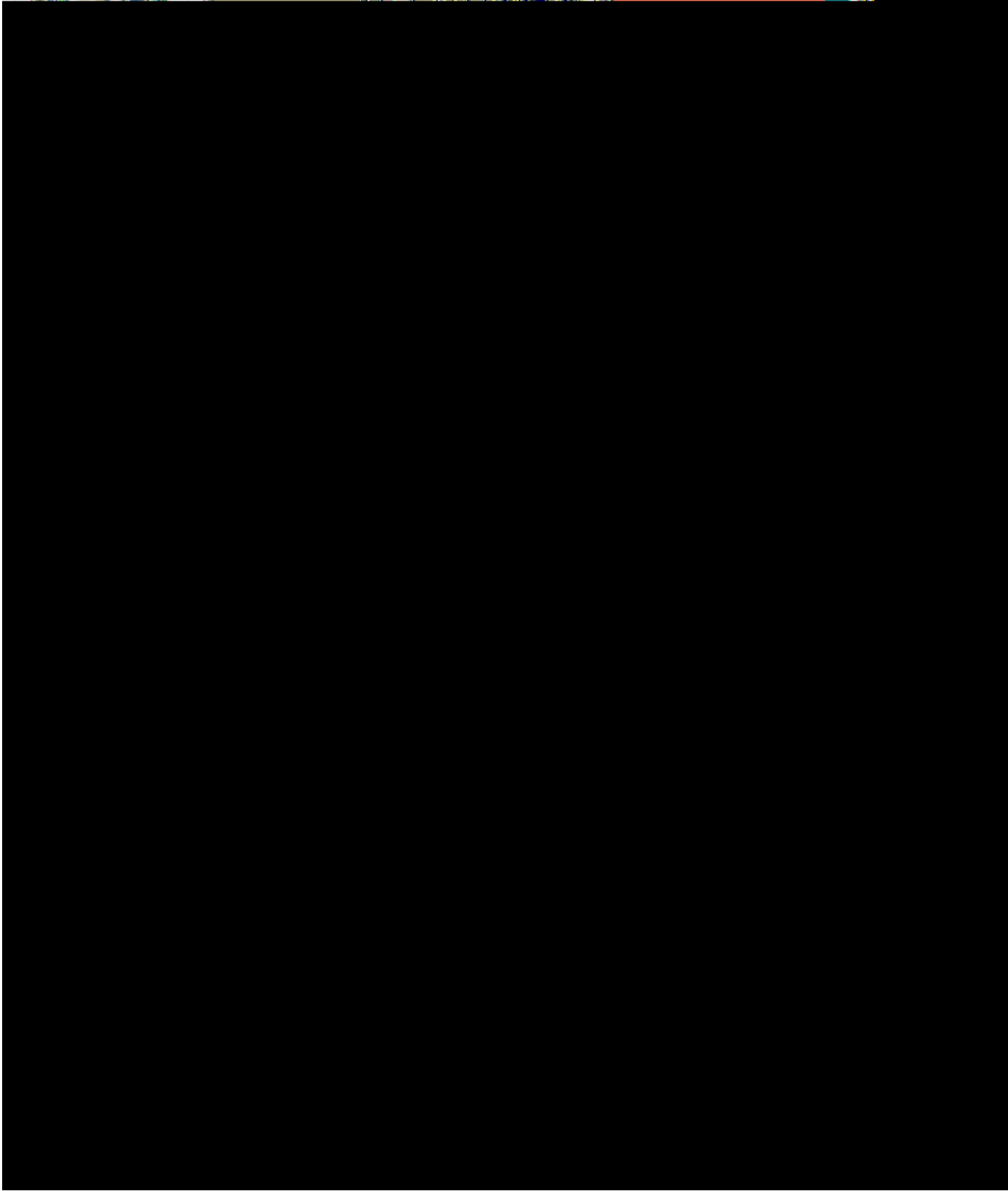
The diagram is a complex flowchart titled "Moderate to Promising" and "Evidence Rating". It is organized into three main sections: "Moderate to Promising", "Evidence Rating", and a central flow area. The flow starts from the top left, moves right, then down, then right again, and finally down to the bottom. The flowchart includes various boxes, arrows, and text labels, with some boxes containing redacted information. The diagram is a complex network of interconnected boxes and arrows, with some boxes containing text and others being redacted. The overall structure suggests a process flow or a decision-making process.



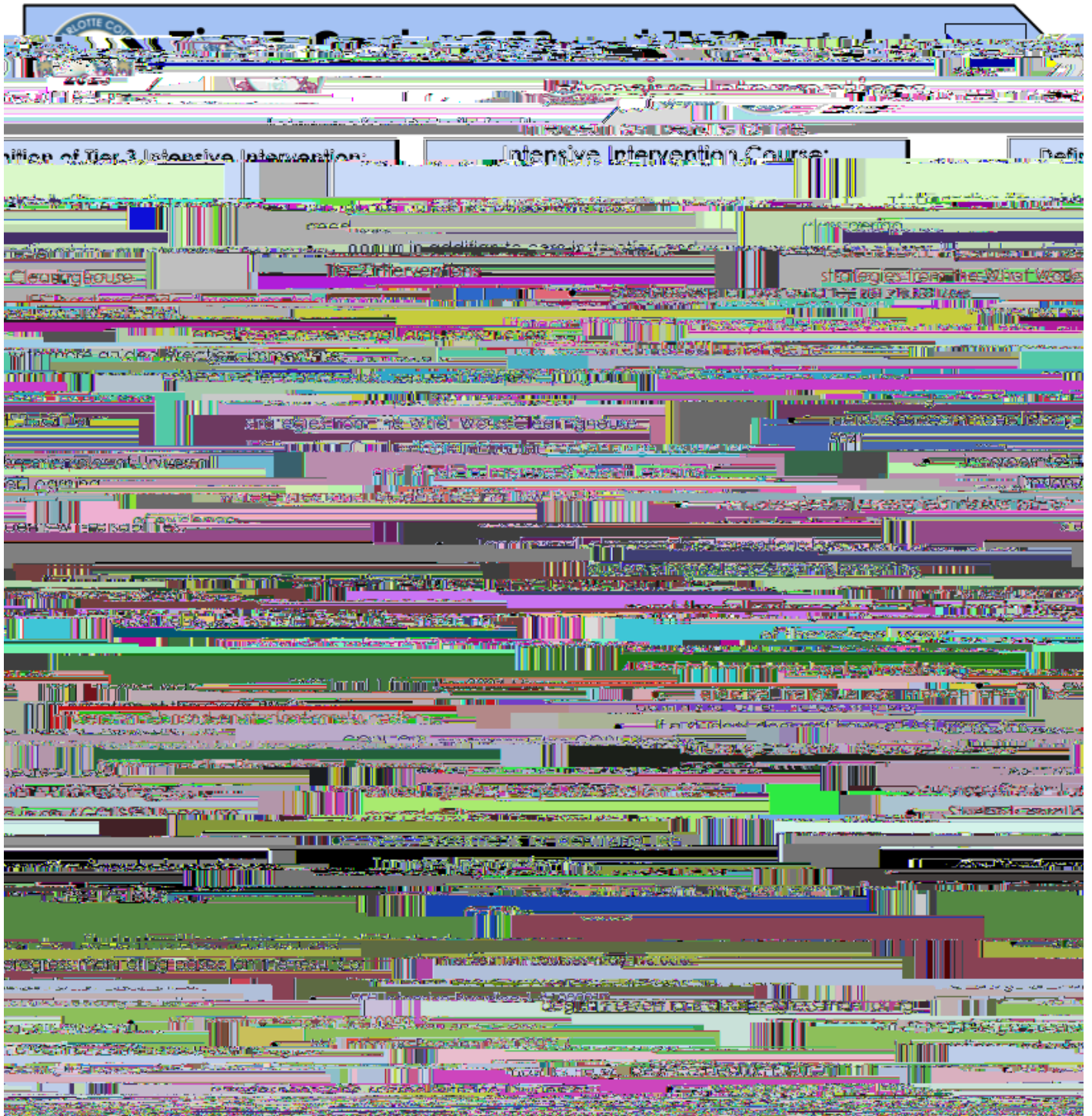
[REDACTED]

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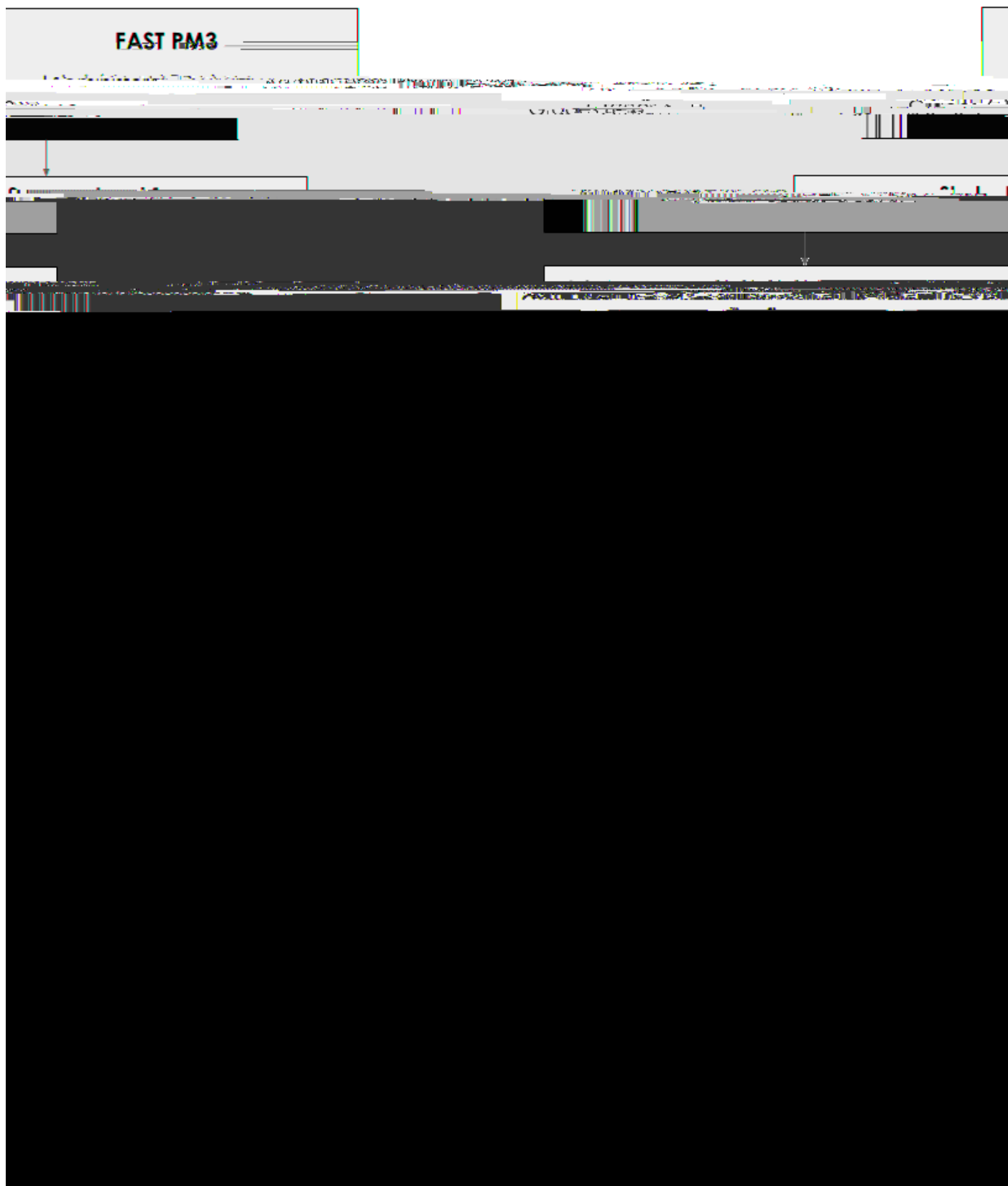








FAST PM3



CORE Oral Reading Fluency (ORF)

10-15 minutes Individualized

2x as needed

Times Per Year

To determine a student's oral reading fluency and accuracy and to help

Purpose:

ORF 10 Fluency Instruction

Chapters for Intervention After

CORE Phonics Survey (If Indicated by Decision Tree)

10-15 minutes Individualized to only the students indicated by assessment

Test Duration and setting

Times Per Year

2x as needed

Purpose:
Screening

To assess the phonics and phonics-related skills that have a high rate of

intervention to help identify students

Chapters for Intervention After

Ch. 4 Structure of English

Ch. 5 Letter Knowledge

Ch. 6 Phonics

Ch. 7 Letter-Sound Matching

Screening Test

PAST: The Phonological Awareness S

Purpose:

To assess the phonological awareness skills of students who are at risk for reading difficulties

Times Per Year

Times Per Year

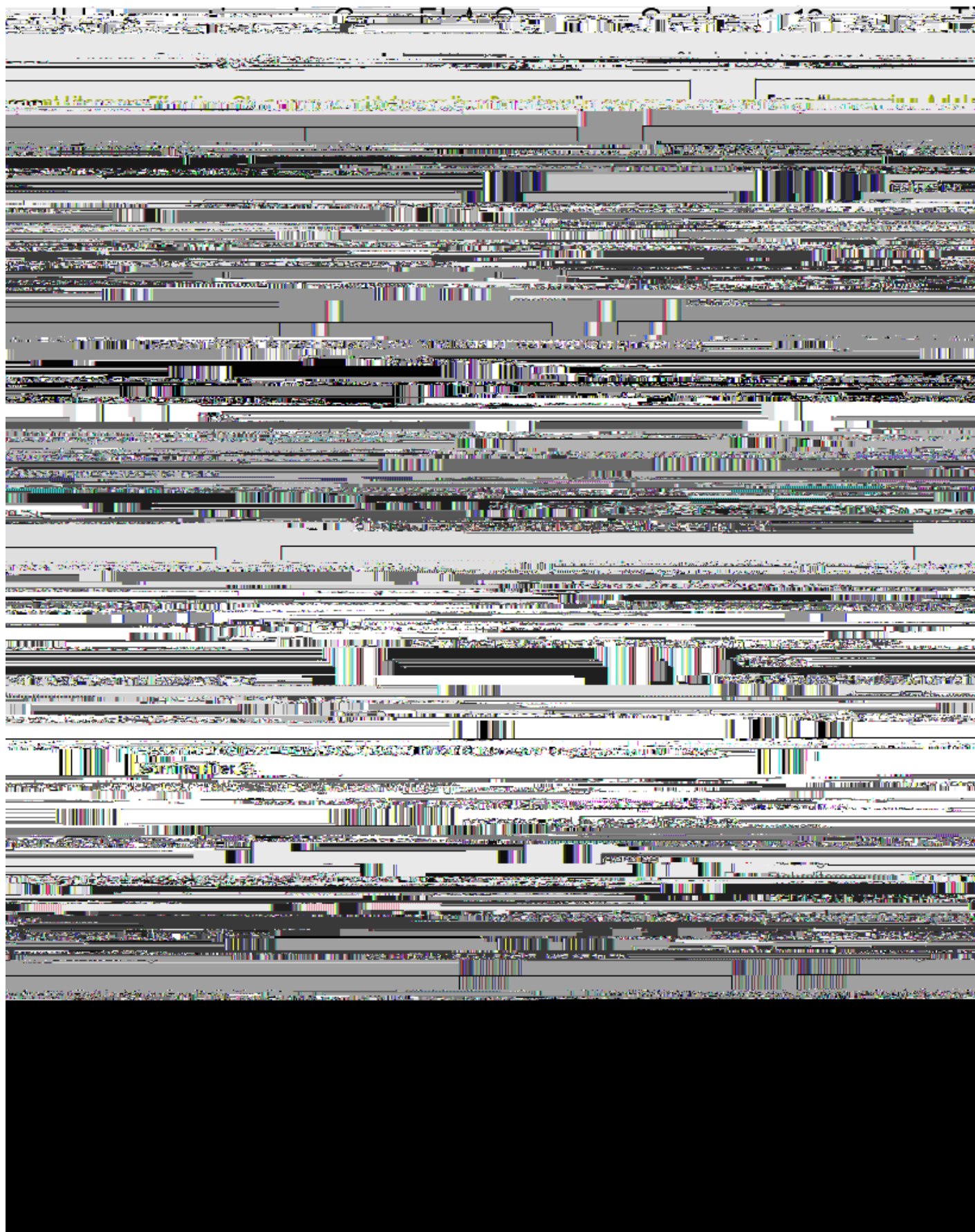
skills in phonemic awareness and regularly monitor the progress of

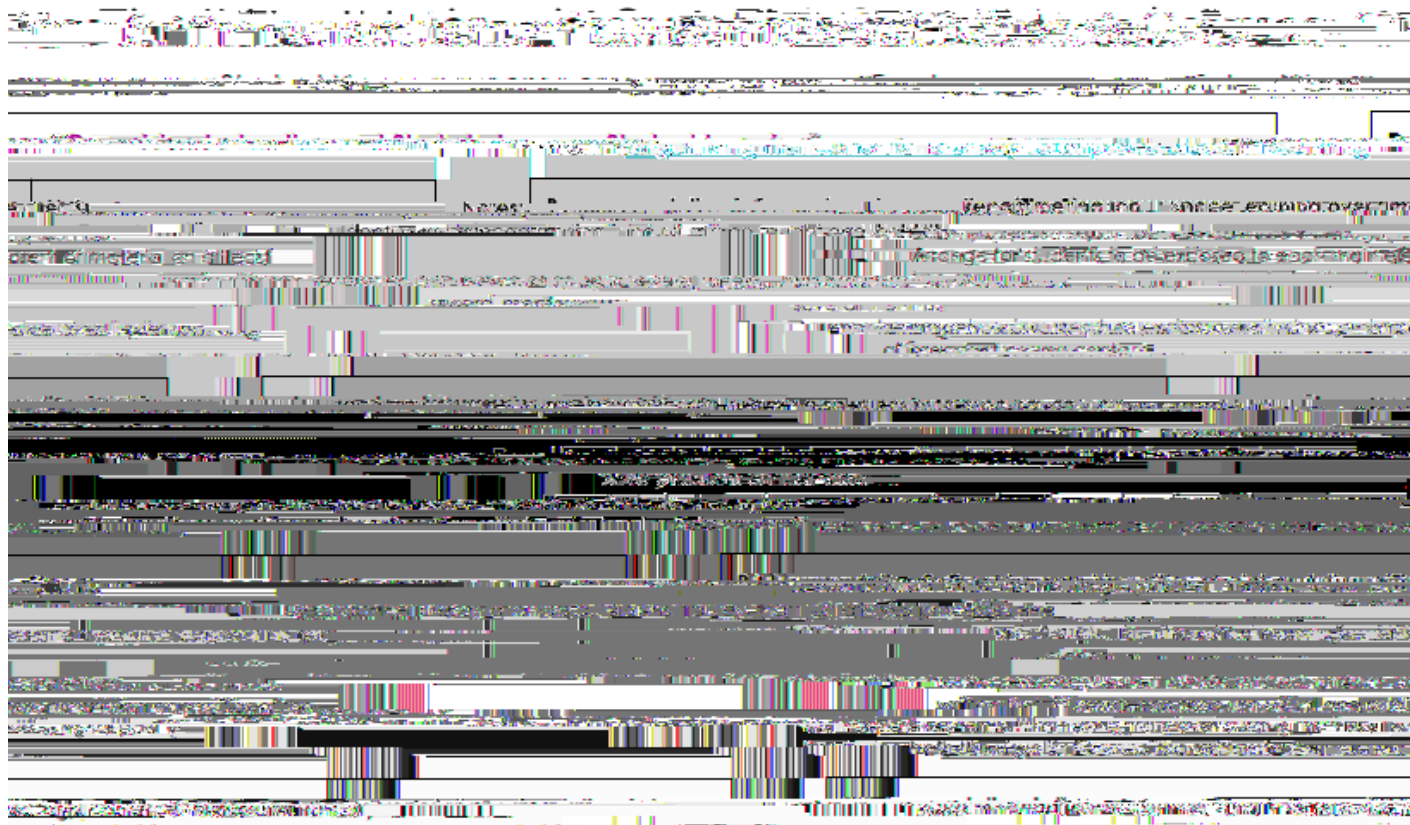
Purpose:
Screening

To assess

or Intervention After

Chapters for







c. All intensive reading interventions provided in Summer Reading Camps to students in grades 3-5 who are at or below the 10th percentile on the ELA assessment are