

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
READING SPECIFICATIONS 2007-2008**

SUBJECT: Reading
CATEGORY: 6-12 Comprehensive Intervention Reading Program
SUBMISSION TITLE: Enter Title of Submission Here
PUBLISHER: Enter Publishing Company Here
GRADE(S): Enter Intended Grades for Submission

CATEGORY CODE NUMBER: RCI0001

GRADE	ID	COMPONENT	SPECIFICATION DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only)			
						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
	O01	Overall Instructional Design	A clear 'road map' or 'blueprint' for teachers to get an overall picture of the program (i.e., scope and sequence)						
	O02	Overall Instructional Design	Goals and objectives that are clearly stated						
	O03	Overall Instructional Design	Resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, references, and reliable websites)						
	O04	Overall Instructional Design	Consistently explicit instruction						
	O05	Overall Instructional Design	Consistently systematic instruction						
	O06	Overall Instructional Design	A coherent instructional design (i.e., the components of reading clearly linked within as well as across each component)						
	O07	Overall Instructional Design	Consistent 'teacher friendly' instructional routines which include direct instruction, modeling, guided practice, student practice and application with feedback, and generalization						
	O08	Overall Instructional Design	Aligned student materials						
	O09	Overall Instructional Design	Text whose level of difficulty increases as students' skills are strengthened						
	O10	Overall Instructional Design	Ample guided student practice opportunities (15 or more), including multiple opportunities for explicit teaching and teacher directed feedback needed for struggling readers						

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	O11	Overall Instructional Design	Reading-related activities (e.g., workstations on word-building, fluency practice)						
	O12	Overall Instructional Design	Teacher encouragement to give immediate constructive feedback						
	O13	Overall Instructional Design	Scaffolding as a prominent part of the lessons						
	O14	Overall Instructional Design	Specific instructions for scaffolding						
	O15	Overall Instructional Design	Differentiated instruction that is prominent						
	O16	Overall Instructional Design	Instruction that is individualized based on assessment						
	O17	Overall Instructional Design	Guidelines and materials for flexible grouping						
	O18	Overall Instructional Design	Small group instruction with small teacher-pupil ratio as part of daily instruction						
	O19	Overall Instructional Design	Movement from group to group based on student progress						
	O20	Overall Instructional Design	Enrichment activities included for advancing/proceeding students						
	O21	Overall Instructional Design	The dimensions of spelling, writing, oral language, motivation/engagement, critical thinking and listening comprehension						
	O22	Overall Instructional Design	Procedures and activities for re-teaching skills that have not been mastered						
	O23	Overall Instructional Design	Instruction for English Language Learners (ELL)						

*Indepth/Mentioned

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	WA01	Word Analysis	Instruction that progresses from easier word analysis activities to more difficult						
	WA02	Word Analysis	Word analysis that is only a small portion of each lesson (10 to 20 minutes)						
	WA03	Word Analysis	Emphasis on the use of grade appropriate dictionaries and student-friendly explanations						
	WA04	Word Analysis	Explicit instruction in the use and weaknesses of context clues to determine word meaning						
	WA05	Word Analysis	Explicit instruction in the meanings of roots and affixes and activities for students to manipulate common roots and affixes to analyze the relationship of spelling to meaning of complex words						
	WA06	Word Analysis	Word parts that occur with high frequency (such as un, re, and in) introduced over those that occur only in a few words						
	WA07	Word Analysis	Limitations of structural analysis						
	WA08	Word Analysis	Activities for distinguishing and interpreting words with multiple meanings						
	WA09	Word Analysis	Inclusion of word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases						
	WA10	Word Analysis	Words used in word analysis activities found in the student text						
	WA11	Word Analysis	Immediate application of word analysis strategies to reading and interpreting familiar decodable connected text once they have been mastered						
	WA12	Word Analysis	Ample unfamiliar decodable text to provide practice with word analysis strategies						
	WA13	Word Analysis	Ample opportunities to read multisyllabic words daily						

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	WA14	Word Analysis	A section of the program devoted to word study						
	WA15	Word Analysis	Spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)						
	F01	Fluency	Fluency building as a part of each day's lesson						
	F02	Fluency	Fluency-based instruction focusing on developing accuracy, rate, and prosody						
	F03	Fluency	Fluency building routines including goal setting to measure and increase word-level fluency instruction and practice, reading accuracy and passage reading rate, teacher or peer feedback, and timed readings						
	F04	Fluency	Ongoing fluency assessment						
	F05	Fluency	Fluency goals for each set of grade levels (e.g., 4-5 [113-127 wpm], 6-8 [140-142 wpm]) based on Hasbrouk and Tindal's end of the year oral reading fluency scores at the 40%ile.						
	F06	Fluency	Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional)						
	F07	Fluency	Opportunities to read narrative and expository text aloud						
	F08	Fluency	Inclusion of research-based fluency strategies (e.g., repeated readings, peer reading, tape-assisted reading, choral reading, student-adult reading)						
	V01	Vocabulary	A component that incorporates reading and writing vocabulary						

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	V02	Vocabulary	Systematic and explicit instruction in morphemic analysis to support building word meaning through knowledge of root words, prefixes, and suffixes						
	V03	Vocabulary	Opportunities to bring rich oral and written language to the classroom						
	V04	Vocabulary	Ample activities to practice speaking and writing vocabulary in context						
	V05	Vocabulary	Opportunities for wide independent reading with student accountability procedures						
	V06	Vocabulary	Repeated exposure to vocabulary in many contexts						
	V07	Vocabulary	Frequent use of teacher read alouds using engaging books with embedded explanation and instruction						
	V08	Vocabulary	Diverse vocabulary through listening and reading stories and informational text						
	V09	Vocabulary	A limited number of words selected for robust, explicit vocabulary instruction						
	V10	Vocabulary	Sources of vocabulary instruction that include words from read aloud stories, words from core language arts programs, and words from content area instruction						
	V11	Vocabulary	Inclusion of only important (words needed to know to understand a concept or text), useful (words that may be encountered many times), and difficult words (multiple meanings, idioms) being taught						
	V12	Vocabulary	Cumulative review of vocabulary words (e.g., words are selected for instruction that are unknown, critical to passage understanding, and likely to be encountered in the future)						

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	V13	Vocabulary	Ample opportunities to engage in oral vocabulary activities						
	V14	Vocabulary	Student-friendly explanations as well as dictionary definitions						
	V15	Vocabulary	Teaching of word-learning strategies						
	V16	Vocabulary	Explicit teaching of vocabulary that includes: introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding						
	V17	Vocabulary	Ample opportunities to use word-learning strategies						
	V18	Vocabulary	Word awareness introduced through the use of word walls, vocabulary logs, and practice activities which are engaging, provide multiple exposures, encourage deep processing and connect word meaning to prior knowledge						
	V19	Vocabulary	Vocabulary taught both directly and indirectly before, during, and after reading						
	V20	Vocabulary	Rich contexts for vocabulary learning						
	V21	Vocabulary	Activities that provide for meaningful repetition and multiple exposures to vocabulary						
	V22	Vocabulary	Vocabulary tasks that are restructured when necessary						
	V23	Vocabulary	Computer technology used to help teach vocabulary						
	C01	Comprehension	Teaching of comprehension monitoring						
	C02	Comprehension	Instruction in the use of multiple strategies						
	C03	Comprehension	Cooperative learning groups						
	C04	Comprehension	Frequent opportunities to answer and generate questions						

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	C05	Comprehension	Use of graphic and semantic organizers, including story maps						
	C06	Comprehension	Ample opportunities to engage in discussions relating to the meanings of text						
	C07	Comprehension	Ample opportunities to read narrative and expository text on independent and instructional levels						
	C08	Comprehension	Explicit instruction in different text structures						
	C09	Comprehension	Instruction in before, during and after reading comprehension strategies						
	C10	Comprehension	Activation of prior knowledge before reading						
	C11	Comprehension	Ample opportunities to generate questions during reading to improve engagement with and processing of text						
	C12	Comprehension	Ample opportunities to employ a conceptual understanding of beginning, middle, and end in narrative text						
	C13	Comprehension	Instruction in learning to determine which strategy to use and why (metacognition)						
	C14	Comprehension	Connections between previously learned strategies and new text						
	C15	Comprehension	Strategies applied for authentic purposes using appropriate text						
	C16	Comprehension	An emphasis on creating independent strategic learners						
	C17	Comprehension	Strategy instruction that is cumulative over the course of the year						
	C18	Comprehension	Frequent opportunities to discuss and apply story elements and compare stories						

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	C19	Comprehension	Elements of story grammar (setting, characters, important events, etc.) for retelling a story						
	C20	Comprehension	Instruction in summarization strategies						
	C21	Comprehension	Opportunities to interpret information from charts, graphs, tables, and diagrams and connect it to text						
	C22	Comprehension	Text that contains familiar concepts and vocabulary						
	C23	Comprehension	Instruction in main idea strategies (e.g., using pictures, then individual sentence, then paragraphs, etc.)						
	C24	Comprehension	Ample opportunities to employ main idea strategies using more complex texts, where main idea is not explicitly provided						
	LC01	Listening Comprehension	An element of the program that requires students to follow specific oral directions in order to perform or complete written activities						
	LC02	Listening Comprehension	Ample opportunities to utilize listening comprehension strategies						
	LC03	Listening Comprehension	Ample opportunities to listen to a variety of text structures						
	LC04	Listening Comprehension	Ample opportunities to use reflective (describing feelings/emotions that accompany what is said instead of information given) and responsive listening skills (e.g., repeating, paraphrasing, summarizing, questioning for elaboration and/or clarification) to make connections and build on ideas of the author						