

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

**SUBJECT:** Reading  
**CATEGORY:** K-12 Supplemental Intervention Program  
**SUBMISSION TITLE:** Enter Title of Submission Here  
**PUBLISHER:** Enter Publishing Company Here  
**GRADE(S):** Enter Intended Grades for Submission  
**COMPONENTS:** For K-5(6) Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension  
(list all that apply) For 6-12 Word Analysis, Fluency, Vocabulary, Comprehension, Listening Comprehension

**CATEGORY CODE NUMBER:** RSI0001

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
K-5(6)	O01	Overall Instructional Design	Clearly stated goals and objectives						
K-5(6)	O02	Overall Instructional Design	Resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the intervention (e.g., articles, explanations in the teacher manuals, references, reliable websites)						
K-5(6)	O03	Overall Instructional Design	Explicit and systematic instruction						
K-5(6)	O04	Overall Instructional Design	A coherent instructional design (e.g., the five components of reading are clearly linked within as well as across each component)						
K-5(6)	O05	Overall Instructional Design	All five components of reading addressed each day						
K-5(6)	O06	Overall Instructional Design	Instruction in spelling, writing, oral language, and listening comprehension						
K-5(6)	O07	Overall Instructional Design	Consistent 'teacher friendly' instructional routines, including teacher-led presentations, explanations, demonstrations, and correction procedures						
K-5(6)	O08	Overall Instructional Design	Frequent interactions between teacher and students						
K-5(6)	O09	Overall Instructional Design	Lessons that are highly detailed to ensure implementation accuracy						
K-5(6)	O10	Overall Instructional Design	Student materials that are aligned with instruction						

\*InDepth/Mentioned

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K-5(6)	O11	Overall Instructional Design	A logical organization to the materials						
K-5(6)	O12	Overall Instructional Design	A consistent lesson format for each day						
K-5(6)	O13	Overall Instructional Design	Ample student practice opportunities						
K-5(6)	O14	Overall Instructional Design	Activities (e.g., centers) that are reading related						
K-5(6)	O15	Overall Instructional Design	Activities in the lessons that reflect their corresponding objectives						
K-5(6)	O16	Overall Instructional Design	Prompts for teachers to provide immediate feedback						
K-5(6)	O17	Overall Instructional Design	Specific scaffolding instruction that is a prominent part of the lessons						
K-5(6)	O18	Overall Instructional Design	Differentiated instruction that is prominent, with specific instructions for differentiating						
K-5(6)	O19	Overall Instructional Design	Guidelines and materials for flexible grouping						
K-5(6)	O20	Overall Instructional Design	Comprehensive intervention						
K-5(6)	O21	Overall Instructional Design	Intervention that is a sufficient stand alone program						
K-5(6)	O22	Overall Instructional Design	Intervention that specifies for whom it is appropriate						

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K-5(6)	O23	Overall Instructional Design	Instruction that provides for English Language Learners (ELL)						
K-5(6)	O24	Overall Instructional Design	Intervention that can be taught by a reading specialist, special education teacher, or general education teacher						
K-5(6)	PA01	Phonological Awareness	Instruction that progresses from easier phonological awareness activities to more difficult phonological awareness activities						
K-5(6)	PA02	Phonological Awareness	Phonological awareness that starts with larger units (words and syllables) and progresses to smaller units (phonemes)						
K-5(6)	PA03	Phonological Awareness	Phonological awareness that starts with rhyming and progresses to phoneme isolation, blending, segmenting and manipulation						
K-5(6)	PA04	Phonological Awareness	Phonological awareness that starts with shorter words and progresses to longer words						
K-5(6)	PA05	Phonological Awareness	Phonological awareness that is taught explicitly every day						
K-5(6)	PA06	Phonological Awareness	Phonological awareness that is only a small portion of the daily lesson (no more than 30 minutes a day)						
K-5(6)	PA07	Phonological Awareness	Activities that follow the continuum of word types (beginning with short words that contain 2 or 3 phonemes)						
K-5(6)	PA08	Phonological Awareness	Teacher modeling of phonological awareness as well as guided practice						
K-5(6)	PA09	Phonological Awareness	A sound pronunciation guide						
K-5(6)	PA10	Phonological Awareness	Instructions to alert the teacher of student readiness pertaining to phonological awareness activities						

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K-5(6)	PA11	Phonological Awareness	A description of what constitutes mastery						
K-5(6)	PA12	Phonological Awareness	Intervention that begins instruction using auditory phonological awareness activities (without use of letters)						
K-5(6)	PA13	Phonological Awareness	Phonological awareness activities that eventually include the use of letters (placing letters in Elkonin boxes for example) to help students make the connection between sounds and print (the alphabetic principle)						
K-5(6)	PA14	Phonological Awareness	Instructions that make it clear that the teacher should not begin including letters with phonological awareness activities until the student has acquired phonological awareness						
K-5(6)	PA15	Phonological Awareness	Auditory rhyming activities (recognition and production)						
K-5(6)	PA16	Phonological Awareness	Auditory alliteration activities						
K-5(6)	PA17	Phonological Awareness	Prompts for students to count the number of words in spoken sentences						
K-5(6)	PA18	Phonological Awareness	Activities that involve counting the number of syllables in a word (blending first and then segmenting)						
K-5(6)	PA19	Phonological Awareness	Activities for students to blend onsets and rimes						
K-5(6)	PA20	Phonological Awareness	Phoneme isolation that is in the following order: initial, final and medial						
K-5(6)	PA21	Phonological Awareness	Phoneme blending						
K-5(6)	PA22	Phonological Awareness	Phoneme segmentation						
K-5(6)	PA23	Phonological Awareness	Phoneme manipulation						

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K-5(6)	PA24	Phonological Awareness	Activities using Elkonin boxes, counters, tiles, fingers, auditory cues						
K-5(6)	PA25	Phonological Awareness	Phonological awareness instruction that is linked with phonics instruction						
K-5(6)	PA26	Phonological Awareness	Words that are used in phonological awareness activities are found in later word lists and text readings						
K-5(6)	PA27	Phonological Awareness	Daily focus lesson focuses on only 1 or 2 phonological awareness skills						
K-5(6)	PA28	Phonological Awareness	Helps for the teacher to determine when oral language phonological awareness activities should drop out of the curriculum						
K-5(6)	PA29	Phonological Awareness	Sound pronunciation, distortion of stop sounds, holding out continuous sounds						
K-5(6)	P01	Phonics	Letter-sounds introduced explicitly						
K-5(6)	P02	Phonics	Letters that are auditorily and visually similar are separated						
K-5(6)	P03	Phonics	Letter-sounds introduced systematically						
K-5(6)	P04	Phonics	Letter-sound correspondences taught to mastery and reviewed frequently						
K-5(6)	P05	Phonics	Procedures for immediate, constructive feedback						
K-5(6)	P06	Phonics	Sequencing of letter-sound introduction that reduces confusion and emphasizes utility (e.g., auditorily and visually confusing letters and letter sounds are separated (b/d; f/v)						

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K-5(6)	P07	Phonics	Words that only include letters and sounds the students have already learned initially						
K-5(6)	P08	Phonics	Ample decodable text to provide students practice in applying their skills with phonic elements (word lists and connected text)						
K-5(6)	P09	Phonics	The symbol to sound association (decoding) and the sound to symbol association (spelling) taught explicitly						
K-5(6)	P10	Phonics	Spelling instruction during word learning so students are able to make the connection of how sounds map onto print						
K-5(6)	P11	Phonics	Instruction that differentiates between the two different kinds of irregular words						
K-5(6)	P12	Phonics	Clarification that high frequency words can be both regular and irregular words						
K-5(6)	P13	Phonics	Difficult, irregular and high frequency words reviewed often and cumulatively						
K-5(6)	P14	Phonics	Direct instruction of high frequency irregular words and student encouragement to use decoding strategies for parts of irregular words that are decodable.						
K-5(6)	P15	Phonics	Irregular words kept to a minimum in beginning instruction, using only high utility irregular words at first to prevent the student from being confused or overwhelmed.						

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K-5(6)	P16	Phonics	Irregular words that look highly similar are separated (e.g., where-were; of-off)						
K-5(6)	P17	Phonics	Pre-teaching irregular words prior to reading text						
K-5(6)	P18	Phonics	Beginning passages that contain only irregular words that have been previously taught						
K-5(6)	P19	Phonics	Text in which the irregular words being taught are evident						
K-5(6)	P20	Phonics	Phonic and structural analysis (advanced phonics skills) taught explicitly, first in isolation and then in words and connected text						
K-5(6)	P21	Phonics	Explicit instruction on how to analyze and blend one syllable words and multisyllabic words with larger phonic elements such as prefixes, suffixes, syllables						
K-5(6)	P22	Phonics	An emphasis on reading multisyllabic words fluently						
K-5(6)	P23	Phonics	The introduction of harder affixes and longer multisyllabic words introduced as the students advance (late 2nd and 3rd grade)						
K-5(6)	P24	Phonics	Intervention that provides teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis						
K-5(6)	P25	Phonics	The phases of word learning by Ehri						
K-5(6)	P26	Phonics	Instruction in the strategy of chunking when trying to decode multisyllabic words.						

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K-5(6)	F01	Fluency	Fluency practice that is introduced after students are proficient at reading words accurately (in word lists, sentences or passages)						
K-5(6)	F02	Fluency	Fluency instruction that is integrated into each day's lesson						
K-5(6)	F03	Fluency	All dimensions of fluency (speed, accuracy, expression)						
K-5(6)	F04	Fluency	Research-based fluency strategies (e.g., repeated readings, peer reading)						
K-5(6)	F05	Fluency	Opportunities for the teacher to model prosody						
K-5(6)	F06	Fluency	Fluency practice that involves the teacher giving feedback to students						
K-5(6)	F07	Fluency	Assessment of reading rates in words correct per minute						
K-5(6)	F08	Fluency	An emphasis on a fluency goal of 41 words correct per minute by the end of first grade						
K-5(6)	F09	Fluency	An emphasis on a fluency goal of 91 words correct per minute by the end of second grade						
K-5(6)	F10	Fluency	An emphasis on a fluency goal of 111 words correct per minute by the end of third grade						
K-5(6)	F11	Fluency	Accurate description of how to determine independent, instructional, and frustrational reading levels for individual students						

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K-5(6)	F12	Fluency	Opportunities for students to read text at their independent level or instructional level to help build fluency						
K-5(6)	F13	Fluency	Teaching letter-sounds to mastery and frequent practice to promote automaticity						
K-5(6)	F14	Fluency	Fluency-building passages that include a high percentage of regular words						
K-5(6)	F15	Fluency	Explicit strategies taught as students transition from reading words in lists to reading connected text						
K-5(6)	F16	Fluency	Fluency practice that involves text the students can read with 95% accuracy						
K-5(6)	F17	Fluency	Teaching decoding strategies until they becomes automatic						
K-5(6)	F18	Fluency	Irregular words taught to be recognized by sight						
K-5(6)	F19	Fluency	Asking students to reread a word list after an error correction						
K-5(6)	F20	Fluency	Asking students to reread the word and then reread the sentence after error correction during sentence reading						
K-5(6)	F21	Fluency	Opportunities during passage or story reading for the students are to reread the story						
K-5(6)	F22	Fluency	Opportunities for students to read a story orally so teachers hear whether or not they apply the skills they are learning						
K-5(6)	F23	Fluency	Guided oral reading instruction						

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K-5(6)	F24	Fluency	Timed readings as a method to increase speed and motivation.						
K-5(6)	F25	Fluency	Assessment of reading fluency						
K-5(6)	F26	Fluency	Fluency probes for progress monitoring						
K-5(6)	V01	Vocabulary	Vocabulary instruction before, during, and after the story						
K-5(6)	V02	Vocabulary	Listening, reading, and speaking vocabulary						
K-5(6)	V03	Vocabulary	Useful words, important words, and difficult words taught directly						
K-5(6)	V04	Vocabulary	Multiple opportunities for students to work with new words in reading sentences, paragraphs, or longer text						
K-5(6)	V05	Vocabulary	Opportunities for students to use new words in their writing						
K-5(6)	V06	Vocabulary	Previously introduced words cumulatively reviewed						
K-5(6)	V07	Vocabulary	Meanings of prefixes and suffixes taught before connecting them to words						
K-5(6)	V08	Vocabulary	Instruction in strategies to determine word meanings based on prefixes and suffixes						
K-5(6)	V09	Vocabulary	Inclusion of various aspects of word study, either under vocabulary or word recognition (e.g., concepts and word meanings, multiple meanings, morphemic analysis, synonyms, antonyms, homonyms, etymologies, and figurative meanings)						

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K-5(6)	V10	Vocabulary	Various word learning strategies directly taught to develop word knowledge (e.g., concept definition mapping, Frayer model, semantic feature analysis, and semantic mapping)						
K-5(6)	V11	Vocabulary	Instruction in strategies to ensure understanding of the strategy process						
K-5(6)	C01	Comprehension	Specifically addressed comprehension instruction						
K-5(6)	C02	Comprehension	Comprehension that is monitored						
K-5(6)	C03	Comprehension	Both narrative and expository texts (informational texts)						
K-5(6)	C04	Comprehension	Texts that contain familiar concepts and vocabulary, with simple sentences at an appropriate readability level						
K-5(6)	C05	Comprehension	Main ideas and story grammar elements that are apparent initially in student text and gradually become more complex and inferential						
K-5(6)	C06	Comprehension	Comprehension instruction that is explicit (modeling, guided practice, multiple examples)						
K-5(6)	C07	Comprehension	A strategy taught over time to ensure understanding of the strategy process						
K-5(6)	C08	Comprehension	Frequent application of strategy so students understand its usefulness						
K-5(6)	C09	Comprehension	Instruction that allows students to monitor their own thinking processes						
K-5(6)	C10	Comprehension	Students taught when, where and why to use a strategy						

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K-5(6)	C11	Comprehension	During reading strategies (paired reading, main idea-paragraph shrinking, think alouds)						
K-5(6)	C12	Comprehension	After reading strategies (story retell, story grammar, summarization)						
K-5(6)	C13	Comprehension	Modeling and systematic review of main idea, retell, and summarization						
K-5(6)	C14	Comprehension	Effective questioning techniques to guide and monitor students' comprehension (e.g., Bloom's taxonomy)						
K-5(6)	C15	Comprehension	Instruction that includes students generating questions to improve engagement with and processing of text						
K-5(6)	C16	Comprehension	Students taught to use graphic organizers to illustrate interrelationships among concepts, ideas, and events in text (semantic maps, concept maps)						
K-5(6)	C17	Comprehension	Students taught how to locate and interpret graphs, maps, charts, diagrams in informational text						
K-5(6)	C18	Comprehension	Narrative and informational text in which students are taught to compare and contrast, locate facts and details, identify titles, chapter headings, etc.						
6-12	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)						
6-12	O02	Overall Instructional Design	Goals and objectives that are clearly stated						

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6-12	O07	Overall Instructional Design	Consistent 'teacher friendly' instructional routines which include direct instruction, modeling, guided practice, student practice and application with feedback, and generalization						
6-12	O08	Overall Instructional Design	Aligned student materials						
6-12	O09	Overall Instructional Design	Text whose level of difficulty increases as students' skills are strengthened						
6-12	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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6-12	O11	Overall Instructional Design	Reading-related activities (e.g., workstations on word-building, fluency practice)						
6-12	O12	Overall Instructional Design	Teacher encouragement to give immediate constructive feedback						
6-12	O13	Overall Instructional Design	Scaffolding as a prominent part of the lessons						
6-12	O14	Overall Instructional Design	Specific instructions for scaffolding						
6-12	O15	Overall Instructional Design	Differentiated instruction that is prominent						
6-12	O16	Overall Instructional Design	Instruction that is individualized based on assessment						
6-12	O17	Overall Instructional Design	Guidelines and materials for flexible grouping						
6-12	O18	Overall Instructional Design	Small group instruction with small teacher-pupil ratio as part of daily instruction						
6-12	O19	Overall Instructional Design	Movement from group to group based on student progress						
6-12	O20	Overall Instructional Design	Enrichment activities included for advancing/proceeding students						
6-12	O21	Overall Instructional Design	The dimensions of spelling, writing, oral language, motivation/engagement, critical thinking and listening comprehension						

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6-12	O22	Overall Instructional Design	Procedures and activities for re-teaching skills that have not been mastered						
6-12	O23	Overall Instructional Design	Instruction for English Language Learners (ELL)						

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6-12	WA01	Word Analysis	Instruction that progresses from easier word analysis activities to more difficult						
6-12	WA02	Word Analysis	Word analysis that is only a small portion of each lesson (10 to 20 minutes)						
6-12	WA03	Word Analysis	Emphasis on the use of grade appropriate dictionaries and student-friendly explanations						
6-12	WA04	Word Analysis	Explicit instruction in the use and weaknesses of context clues to determine word meaning						
6-12	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						
6-12	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						
6-12	WA07	Word Analysis	Limitations of structural analysis						
6-12	WA08	Word Analysis	Activities for distinguishing and interpreting words with multiple meanings						
6-12	WA09	Word Analysis	Inclusion of word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases						
6-12	WA10	Word Analysis	Words used in word analysis activities found in the student text						

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6-12	WA11	Word Analysis	Immediate application of word analysis strategies to reading and interpreting familiar decodable connected text once they have been mastered						
6-12	WA12	Word Analysis	Ample unfamiliar decodable text to provide practice with word analysis strategies						
6-12	WA13	Word Analysis	Ample opportunities to read multisyllabic words daily						
6-12	WA14	Word Analysis	A section of the program devoted to word study						
6-12	WA15	Word Analysis	Spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)						
6-12	F01	Fluency	Fluency building as a part of each day's lesson						
6-12	F02	Fluency	Fluency-based instruction focusing on developing accuracy, rate, and prosody						
6-12	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						
6-12	F04	Fluency	Ongoing fluency assessment						
6-12	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.						

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6-12	F06	Fluency	Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional)						
6-12	F07	Fluency	Opportunities to read narrative and expository text aloud						
6-12	F08	Fluency	Inclusion of research-based fluency strategies (e.g., repeated readings, peer reading, tape-assisted reading, choral reading, student-adult reading)						
6-12	V01	Vocabulary	A component that incorporates reading and writing vocabulary						
6-12	V02	Vocabulary	Systematic and explicit instruction in morphemic analysis to support building word meaning through knowledge of root words, prefixes, and suffixes						
6-12	V03	Vocabulary	Opportunities to bring rich oral and written language to the classroom						
6-12	V04	Vocabulary	Ample activities to practice speaking and writing vocabulary in context						
6-12	V05	Vocabulary	Opportunities for wide independent reading with student accountability procedures						
6-12	V06	Vocabulary	Repeated exposure to vocabulary in many contexts						
6-12	V07	Vocabulary	Frequent use of teacher read alouds using engaging books with embedded explanation and instruction						
6-12	V08	Vocabulary	Diverse vocabulary through listening and reading stories and informational text						

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6-12	V09	Vocabulary	A limited number of words selected for robust, explicit vocabulary instruction						
6-12	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						
6-12	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						
6-12	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)						
6-12	V13	Vocabulary	Ample opportunities to engage in oral vocabulary activities						
6-12	V14	Vocabulary	Student-friendly explanations as well as dictionary definitions						
6-12	V15	Vocabulary	Teaching of word-learning strategies						
6-12	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						
6-12	V17	Vocabulary	Ample opportunities to use word-learning strategies						

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6-12	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						
6-12	V19	Vocabulary	Vocabulary taught both directly and indirectly before, during, and after reading						
6-12	V20	Vocabulary	Rich contexts for vocabulary learning						
6-12	V21	Vocabulary	Activities that provide for meaningful repetition and multiple exposures to vocabulary						
6-12	V22	Vocabulary	Vocabulary tasks that are restructured when necessary						
6-12	V23	Vocabulary	Computer technology used to help teach vocabulary						
6-12	C01	Comprehension	Teaching of comprehension monitoring						
6-12	C02	Comprehension	Instruction in the use of multiple strategies						
6-12	C03	Comprehension	Cooperative learning groups						
6-12	C04	Comprehension	Frequent opportunities to answer and generate questions						
6-12	C05	Comprehension	Use of graphic and semantic organizers, including story maps						
6-12	C06	Comprehension	Ample opportunities to engage in discussions relating to the meanings of text						
6-12	C07	Comprehension	Ample opportunities to read narrative and expository text on independent and instructional levels						
6-12	C08	Comprehension	Explicit instruction in different text structures						

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6-12	C09	Comprehension	Instruction in before, during and after reading comprehension strategies						
6-12	C10	Comprehension	Activation of prior knowledge before reading						
6-12	C11	Comprehension	Ample opportunities to generate questions during reading to improve engagement with and processing of text						
6-12	C12	Comprehension	Ample opportunities to employ a conceptual understanding of beginning, middle, and end in narrative text						
6-12	C13	Comprehension	Instruction in learning to determine which strategy to use and why (metacognition)						
6-12	C14	Comprehension	Connections between previously learned strategies and new text						
6-12	C15	Comprehension	Strategies applied for authentic purposes using appropriate text						
6-12	C16	Comprehension	An emphasis on creating independent strategic learners						
6-12	C17	Comprehension	Strategy instruction that is cumulative over the course of the year						
6-12	C18	Comprehension	Frequent opportunities to discuss and apply story elements and compare stories						
6-12	C19	Comprehension	Elements of story grammar (setting, characters, important events, etc.) for retelling a story						
6-12	C20	Comprehension	Instruction in summarization strategies						

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6-12	C21	Comprehension	Opportunities to interpret information from charts, graphs, tables, and diagrams and connect it to text						
6-12	C22	Comprehension	Text that contains familiar concepts and vocabulary						
6-12	C23	Comprehension	Instruction in main idea strategies (e.g., using pictures, then individual sentence, then paragraphs, etc.)						
6-12	C24	Comprehension	Ample opportunities to employ main idea strategies using more complex texts, where main idea is not explicitly provided						
6-12	LC01	Listening Comprehension	An element of the program that requires students to follow specific oral directions in order to perform or complete written activities						
6-12	LC02	Listening Comprehension	Ample opportunities to utilize listening comprehension strategies						
6-12	LC03	Listening Comprehension	Ample opportunities to listen to a variety of text structures						
6-12	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						