

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

**SUBJECT:** Reading  
**CATEGORY:** K-5(6) Comprehensive Core Reading Program  
**SUBMISSION TITLE:** Enter Submission Title Here  
**PUBLISHER:** Enter Publishing Company Here  
**GRADE(S):** Choose Intended Grades for Submission

**CATEGORY CODE NUMBER:** RK50001

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	There is a clear 'road map' or 'blueprint' for teachers to get an overall picture of the program (e.g., scope and sequence).						
K-5(6)	O02	Overall Instructional Design	Goals and objectives are clearly stated.						
K-5(6)	O03	Overall Instructional Design	There are resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, explanations in the teacher manuals, references, reliable websites).						
K-5(6)	O04	Overall Instructional Design	There is a coherent instructional design (e.g., are the 5 components of reading clearly linked within as well as across each component).						
K-5(6)	O05	Overall Instructional Design	Instruction is consistently explicit.						
K-5(6)	O06	Overall Instructional Design	Instruction is consistently systematic.						
K-5(6)	O07	Overall Instructional Design	There is a logical organization to the materials so that it's clear in what order the lesson proceeds.						
K-5(6)	O08	Overall Instructional Design	There are consistent 'teacher friendly' instructional routines.						
K-5(6)	O09	Overall Instructional Design	There are aligned student materials.						
K-5(6)	O10	Overall Instructional Design	There are ample student practice opportunities.						

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K-5(6)	O11	Overall Instructional Design	Teachers are encouraged to give immediate constructive feedback.						
K-5(6)	O12	Overall Instructional Design	Scaffolding is a prominent part of the lessons.						
K-5(6)	O13	Overall Instructional Design	There are specific instructions for scaffolding.						
K-5(6)	O14	Overall Instructional Design	Differentiated instruction is prominent.						
K-5(6)	O15	Overall Instructional Design	There are guidelines and materials for flexible grouping.						
K-5(6)	O16	Overall Instructional Design	Enrichment activities are included for advanced students.						
K-5(6)	O17	Overall Instructional Design	Provides instruction for English Language Learners (ELL).						
K-5(6)	O18	Overall Instructional Design	In addition to the 5 components of reading, the dimensions of spelling, writing, oral language, and listening comprehension are addressed.						
K-5(6)	O19	Overall Instructional Design	There is a component of the program that fosters intrinsic motivation in students (e.g., student selection of books, various genres of book titles, multicultural/international book titles).						
K	PA01	Phonological Awareness	Instruction that progresses from easier phonological awareness activities to more difficult phonological awareness activities						

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K	PA02	Phonological Awareness	Explicitly taught phonological awareness every day, for no more than 30 minutes/day						
K	PA03	Phonological Awareness	Activities that follow the continuum of word types (beginning with short words that contain 2 or 3 phonemes)						
K	PA04	Phonological Awareness	Activities that involve counting the number of words in spoken sentences						
K	PA05	Phonological Awareness	Auditory rhyming activities (recognition and production)						
K	PA06	Phonological Awareness	Auditory alliteration activities						
K	PA07	Phonological Awareness	Activities that involve counting the number of syllables in a word						
K	PA08	Phonological Awareness	Activities that involve blending and segmenting syllables in a word						
K	PA09	Phonological Awareness	Activities that involve blending onsets and rimes						
K	PA10	Phonological Awareness	Phonological awareness activities at the phoneme level that engages students in activities that target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words						
K	PA11	Phonological Awareness	Auditory blending activities at the phoneme level						
K	PA12	Phonological Awareness	Auditory segmenting activities at the phoneme level						
K	P01	Phonics	Explicitly and systematically introduced letter sounds						
K	P02	Phonics	Individual letter sounds taught before phonograms						
K	P03	Phonics	The most useful letter sounds taught first (e.g., /m/ before /z/)						

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K	P04	Phonics	The most common letter-sound correspondences introduced first (e.g., c = /k/ vs. c = /s/)						
K	P05	Phonics	Explicitly taught strategies to “sound out” words						
K	P06	Phonics	Activities for decoding words that contain only those letter sounds students have learned						
K	P07	Phonics	Instruction that follows the continuum of word types (beginning w/ Consonant-Vowel and Consonant-Vowel-Consonant words)						
K	P08	Phonics	Activities for applying mastered letter sounds to reading word lists and short decodable connected text						
K	P09	Phonics	Instruction that progresses from the simple to more complex concepts (e.g., short vowels before long vowels)						
K	P10	Phonics	Letters that are visually and auditorily similar are separated (e.g., b/d; f/v)						
K	P11	Phonics	Frequent and cumulative reviews of previously taught letter sounds, concepts, and words						
K	P12	Phonics	Ample unfamiliar decodable text to provide students practice with phonic elements						
K	P13	Phonics	Letter combinations once students know letter sounds (e.g., digraphs, vowel pairs, etc)						
K	P14	Phonics	High frequency irregular words and decoding strategies for parts of irregular words that are decodable						
K	P15	Phonics	Introduction of a limited number of new irregular words						
K	P16	Phonics	High utility irregular words						

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K	P17	Phonics	High frequency words that are visually or phonemically confusing but strategically separated (e.g., saw/was)						
K	P18	Phonics	Explicitly taught symbol to sound (decoding) and sound to symbol association (spelling)						
K	P19	Phonics	Spelling patterns once students know individual letter sounds (i.e., phonograms, word families)						
K	P20	Phonics	The strategy of chunking when trying to decode multisyllabic words						
K	V01	Vocabulary	An emphasis on listening and speaking vocabulary						
K	V02	Vocabulary	Directly and indirectly taught vocabulary						
K	V03	Vocabulary	Daily oral language activities						
K	V04	Vocabulary	Activities for developing word knowledge						
K	V05	Vocabulary	Daily teacher reading with an emphasis on new vocabulary words						
K	V06	Vocabulary	Ample opportunity for students to engage in wide reading at their independent level						
K	V07	Vocabulary	Direct teaching of useful words, important words, and difficult words						
K	V08	Vocabulary	Cumulative review of previously introduced words						
K	C01	Comprehension	Specifically addressed comprehension instruction						
K	C02	Comprehension	Explicit instruction (modeling, guided practice, multiple examples) in listening comprehension strategies						
K	C03	Comprehension	Frequent application of strategies taught so students understand their usefulness						

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K	C04	Comprehension	Teacher modeling and guiding students through a story using think alouds						
K	C05	Comprehension	Questions throughout the story as opposed to waiting until the end of the story						
K	C06	Comprehension	Modeling and systematic review of literal comprehension						
K	C07	Comprehension	Modeling and systematic review of retelling						
K	C08	Comprehension	Modeling and systematic review of main idea						
K	C09	Comprehension	Modeling and systematic review of summarization						
K	C10	Comprehension	The use of both narrative and expository text						
K	C11	Comprehension	Ample opportunities for students to listen to a variety of text structures						
K	C12	Comprehension	Ample opportunities for students to engage in discussions relating to the meanings of text						
1	PA01	Phonological Awareness	Instruction that progresses from easier phonological awareness activities to more difficult phonological awareness activities						
1	PA02	Phonological Awareness	Explicitly taught phonological awareness every day, for no more than 30 minutes/day						
1	PA03	Phonological Awareness	Activities that follow the continuum of word types (i.e., Are longer words part of phonological awareness instruction?)						
1	PA04	Phonological Awareness	Phonemic activities at the phoneme level that engage students in activities that target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words						

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1	PA05	Phonological Awareness	Auditory blending activities at the phoneme level						
1	PA06	Phonological Awareness	Auditory segmenting activities at the phoneme level						
1	PA07	Phonological Awareness	Instruction that includes manipulation of phonemes in words (e.g., deletion, substitution)						
1	PA08	Phonological Awareness	Phonemic awareness instruction that is linked with phonics instruction once students demonstrate early phonemic awareness						
1	PA09	Phonological Awareness	Student text that uses words used in phonemic awareness activities						
1	PA10	Phonological Awareness	Fewer and fewer oral language phonemic awareness activities that eventually drop out of the curriculum sometime during first grade						
1	P01	Phonics	Explicitly introduced letter sounds						
1	P02	Phonics	Systematically introduced letter sounds						
1	P03	Phonics	Individual letter sounds taught before phonograms						
1	P04	Phonics	The most useful letter sounds taught first (e.g., /m/ before /z/)						
1	P05	Phonics	The most common letter-sound correspondences introduced first (e.g., c = /k/ vs. c = /s/)						
1	P06	Phonics	Explicitly taught strategies to “sound out” words						
1	P07	Phonics	Practice for decoding words that contain only those letter sounds that have been learned						
1	P08	Phonics	Instruction that follows the continuum of word types (beginning w/ Consonant-Vowel and Consonant-Vowel-Consonant words)						

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1	P09	Phonics	Activities for applying mastered letter sounds to reading word lists and short decodable connected text						
1	P10	Phonics	Instruction that progresses from the simple to more complex concepts (e.g., short vowels before long vowels)						
1	P11	Phonics	Letters that are visually and auditorily similar are separated (e.g., b/d; f/v)						
1	P12	Phonics	Frequent and cumulative reviews of previously taught letter sounds, concepts, and words						
1	P13	Phonics	Ample unfamiliar decodable text to provide students practice with phonic elements						
1	P14	Phonics	Letter combinations once students know letter sounds (e.g., digraphs, vowel pairs, etc)						
1	P15	Phonics	High frequency irregular words and decoding strategies for parts of irregular words that are decodable						
1	P16	Phonics	A limited number of new irregular words that are introduced						
1	P17	Phonics	High utility irregular words						
1	P18	Phonics	Strategically separated high frequency words that are visually or phonemically confusing (e.g., saw/was)						
1	P19	Phonics	Explicitly taught symbol to sound (decoding) and sound to symbol association (spelling)						
1	P20	Phonics	Spelling patterns (i.e., phonograms, word families) once students know individual letter sounds						

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1	P21	Phonics	Strategies for chunking when trying to decode multisyllabic words						
1	F01	Fluency	Daily fluency practice in sentences or passages (introduced after students are proficient at reading words accurately)						
1	F02	Fluency	Emphasis on accuracy, speed, and prosody						
1	F03	Fluency	Teacher modeling prosody						
1	F04	Fluency	A guide to help teachers determine how to calculate fluency						
1	F05	Fluency	Explicit fluency goals in terms of words correct per minute gains						
1	F06	Fluency	Accurate description of how to determine independent, instructional, and frustrational reading levels for individual students						
1	F07	Fluency	Reading texts at the appropriate independent level or instructional level to help build fluency						
1	F08	Fluency	Fluency practice that involves the teacher giving feedback to students						
1	F09	Fluency	Explicit strategies for students transitioning from reading words in lists to reading connected text						
1	F10	Fluency	Fluency practice that involves decodable text (text that includes phonic elements and word types that students have previously been taught)						
1	F11	Fluency	Ample practice materials and opportunities at appropriate reading levels						

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1	F12	Fluency	Research based fluency strategies (e.g., timed readings, peer reading)						
1	F13	Fluency	Ways to monitor fluency progress (e.g., through the use of fluency measures)						
1	V01	Vocabulary	An emphasis on reading and writing vocabulary						
1	V02	Vocabulary	Directly and indirectly taught vocabulary						
1	V03	Vocabulary	Daily oral language activities						
1	V04	Vocabulary	Activities for developing word knowledge						
1	V05	Vocabulary	Daily teacher readings with an emphasis on new words for vocabulary study						
1	V06	Vocabulary	Student exposure to diverse vocabulary through listening and reading stories and informational text						
1	V07	Vocabulary	Daily opportunities to read text at the students' independent levels by themselves						
1	V08	Vocabulary	Word-learning strategies						
1	V09	Vocabulary	Extended instruction that promotes active engagement with vocabulary						
1	V10	Vocabulary	Repeated exposure to vocabulary in many contexts						
1	V11	Vocabulary	Cumulative review of previously introduced words						
1	V12	Vocabulary	Various aspects of word study, either under vocabulary or word recognition (e.g., Concepts of word meaning, multiple meanings, synonyms, antonyms, and homonyms)						
1	C01	Comprehension	Specifically addressed comprehension instruction						
1	C02	Comprehension	Instruction that begins with the use of short passages						

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1	C03	Comprehension	Activation of prior knowledge before reading						
1	C04	Comprehension	Instruction that emphasizes a conceptual understanding of beginning, middle, and end						
1	C05	Comprehension	An emphasis on helping students become independent strategic learners						
1	C06	Comprehension	Explicit instruction (modeling, guided practice, multiple examples) in comprehension strategies						
1	C07	Comprehension	Frequent application of newly taught strategies so students understand their usefulness						
1	C08	Comprehension	Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy						
1	C09	Comprehension	Strategies so that students begin to monitor their own thinking processes						
1	C10	Comprehension	Before, during and after reading comprehension strategies						
1	C11	Comprehension	Requiring students to determine which strategy to use and why						
1	C12	Comprehension	Connections made between previously learned strategies with new text						
1	C13	Comprehension	Strategies that are applied for authentic purposes using appropriate text						
1	C14	Comprehension	Prompts for the teachers to guide the students through texts using think alouds						

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1	C15	Comprehension	Instruction that focuses on frequently discussing story elements and comparing stories						
1	C16	Comprehension	Modeling of effective questioning techniques to guide and monitor students' comprehension						
1	C17	Comprehension	Instruction that includes students generating questions to improve engagement with and processing of text						
1	C18	Comprehension	Graphic organizers to illustrate interrelationships among concepts in text						
1	C19	Comprehension	Semantic maps to illustrate and understand a central concept and its relationship to a variety of related ideas and/or events						
1	C20	Comprehension	Instruction on how to recognize story structure and how to use some type of story map						
1	C21	Comprehension	Elements of story grammar (setting, characters, important events, etc) for retelling a story						
1	C22	Comprehension	Ample opportunities to engage in discussions relating to the meanings of text						
1	C23	Comprehension	Ample opportunities for students to read a variety of text structures						
1	C24	Comprehension	Instruction on how to summarize text						
1	C25	Comprehension	Both narrative and expository text						
1	C26	Comprehension	Texts that contain familiar concepts and vocabulary						
1	C27	Comprehension	Texts at the appropriate readability level						
2	P01	Phonics	Explicitly taught advanced phonics skills (first in isolation, then connected text, finally trade books)						

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2	P02	Phonics	Separated introductions of letter combinations that are auditorily and visually similar (e.g., ai/au)						
2	P03	Phonics	Sufficient practice of individual letter sounds before larger orthographic units are taught (e.g., ing; ed; ill)						
2	P04	Phonics	When needed, decodable texts that are read before trade books (for students to master new skills)						
2	P05	Phonics	Explicit spelling instruction where students use learned letter sounds to spell words						
2	P06	Phonics	Explicit connections between decoding and spelling						
2	P07	Phonics	Strategies to read multisyllabic words by using prefixes, suffixes, and known word parts						
2	P08	Phonics	High utility irregular words (frequently used in grade-appropriate and informational text)						
2	P09	Phonics	A limited number of high frequency words						
2	P10	Phonics	Pre-taught sight words prior to reading connected text						
2	F01	Fluency	Fluency practice that is introduced after students are proficient at reading words accurately (in sentences or passages)						
2	F02	Fluency	Daily lessons in fluency						
2	F03	Fluency	An emphasis on accuracy, speed, and prosody						
2	F04	Fluency	Teacher modeling of prosody						
2	F05	Fluency	A guide to help teachers determine how to calculate fluency						
2	F06	Fluency	Explicitly set fluency goals in terms of words correct per minute gains						

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2	F07	Fluency	Accurate descriptions as to how to determine independent, instructional, and frustrational reading levels for individual students						
2	F08	Fluency	Reading texts at the independent level or instructional level of students to help build fluency						
2	F09	Fluency	Fluency practice that involves the teacher giving feedback to students						
2	F10	Fluency	Ample practice materials and opportunities at appropriate reading levels						
2	F11	Fluency	Research based fluency strategies (e.g., timed readings, partner reading)						
2	F12	Fluency	Ways to monitor fluency progress (e.g., through the use of fluency measures)						
2	V01	Vocabulary	An emphasis on reading and writing vocabulary						
2	V02	Vocabulary	Directly and indirectly taught vocabulary						
2	V03	Vocabulary	Oral language activities as part of daily instruction						
2	V04	Vocabulary	Activities for developing word knowledge						
2	V05	Vocabulary	Daily teacher readings with an emphasis on new words for vocabulary study						
2	V06	Vocabulary	Student exposure to diverse vocabulary through listening and reading stories and informational text						
2	V07	Vocabulary	Student opportunities to read text at their independent level by themselves daily						
2	V08	Vocabulary	Explicit instruction for specific words (e.g., important words before reading a story)						

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2	V09	Vocabulary	Strategies for word-learning						
2	V10	Vocabulary	Extended instruction that promotes active engagement with vocabulary						
2	V11	Vocabulary	Repeated exposure to critical vocabulary in many contexts						
2	V12	Vocabulary	Previously introduced words that are cumulatively reviewed						
2	V13	Vocabulary	Dictionary usage that is explicitly taught using grade appropriate dictionaries						
2	V14	Vocabulary	The use of context to gain the meaning of an unfamiliar word						
2	V15	Vocabulary	Antonyms and synonyms						
2	V16	Vocabulary	The strategy to predict meanings of words through the use of individual words in compound words						
2	V17	Vocabulary	Various aspects of word study, either under vocabulary or word recognition (e.g., Concepts of word meaning, multiple meanings, morphemic analysis, synonyms, antonyms, and homonyms)						
2	C01	Comprehension	Specifically addressed comprehension instruction						
2	C02	Comprehension	Prior knowledge that is activated before reading						
2	C03	Comprehension	An emphasis on helping students become independent strategic learners						
2	C04	Comprehension	Explicit instruction (modeling, guided practice, multiple examples) in comprehension strategies						

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

**SUBJECT:** Reading  
**CATEGORY:** K-5(6) Comprehensive Core Reading Program  
**SUBMISSION TITLE:** Enter Submission Title Here  
**PUBLISHER:** Enter Publishing Company Here  
**GRADE(S):** Choose Intended Grades for Submission

**CATEGORY CODE NUMBER:** RK50001

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
2	C05	Comprehension	Frequent application of newly learned strategies so students understand their usefulness						
2	C06	Comprehension	Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy						
2	C07	Comprehension	Strategy instruction that is cumulative over the course of the year						
2	C08	Comprehension	Elements of story grammar (setting, characters, important events, etc) for retelling a story						
2	C09	Comprehension	Ample opportunities to engage in discussions relating to the meanings of text						
2	C10	Comprehension	Ample opportunities for students to read a variety of text structures						
2	C11	Comprehension	Instruction in how to summarize text						
2	C12	Comprehension	Both narrative and expository text						
2	C13	Comprehension	The conventions of informational text (e.g., chapter headings)						
2	C14	Comprehension	Explicit strategies to interpret information from charts and graphs						
2	C15	Comprehension	The concept of cause and effect						
2	C16	Comprehension	Text that contains familiar concepts and vocabulary						
3	P01	Phonics	Instruction in word parts (affixes, spelling patterns, etc) and then incorporated into words, sentences, and connected text						
3	P02	Phonics	High frequency word parts taught first						

**CORRELATION  
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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
3	P03	Phonics	The introduction of similar word parts separated (ight/aight)						
3	P04	Phonics	An emphasis on reading multisyllabic words fluently						
3	P05	Phonics	Instruction on how to decode multisyllabic words using affixes						
3	P06	Phonics	Multiple opportunities for students to apply decoding strategies in reading connected text						
3	F01	Fluency	Fluency practice that is introduced after students are proficient at reading words accurately (in sentences or passages)						
3	F02	Fluency	Fluency building that is a part of the daily lesson						
3	F03	Fluency	An emphasis on accuracy, speed, and prosody						
3	F04	Fluency	Teacher modeling of prosody						
3	F05	Fluency	A guide to help teachers determine how to calculate fluency						
3	F06	Fluency	Explicitly set fluency goals in terms of words correct per minute gains						
3	F07	Fluency	An accurate description of to how to determine independent, instructional, and frustrational reading levels for individual students						
3	F08	Fluency	Reading text for students at their independent level or instructional level to help build fluency						
3	F09	Fluency	Ample practice materials and opportunities at appropriate reading levels						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
3	F10	Fluency	Fluency practice that involves the teacher giving feedback to students						
3	F11	Fluency	Research based fluency strategies (e.g., timed readings, partner reading)						
3	F12	Fluency	Ways to monitor fluency progress (e.g., through the use of fluency measures)						
3	V01	Vocabulary	An emphasis on reading and writing vocabulary						
3	V02	Vocabulary	Directly and indirectly taught vocabulary						
3	V03	Vocabulary	Opportunities for the teacher to read daily with an emphasis on new words for vocabulary study						
3	V04	Vocabulary	Activities for developing word knowledge						
3	V05	Vocabulary	Exposure to diverse vocabulary through listening and reading stories and informational text						
3	V06	Vocabulary	Opportunities for students to read text at their independent level by themselves daily						
3	V07	Vocabulary	Explicit instruction for specific words (e.g., important words before reading a story)						
3	V08	Vocabulary	Instruction in word-learning strategies						
3	V09	Vocabulary	Extended instruction that promotes active engagement with vocabulary						
3	V10	Vocabulary	Repeated exposure to critical vocabulary in many contexts						
3	V11	Vocabulary	Previously introduced words that are cumulatively reviewed						

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3	V12	Vocabulary	Instruction in meanings of prefixes and suffixes before connecting them to words						
3	V13	Vocabulary	A strategy to determine word meanings based on meanings of prefixes and suffixes						
3	V14	Vocabulary	Dictionary usage that is explicitly taught using grade appropriate dictionaries						
3	V15	Vocabulary	Instruction in the use of context to gain the meaning of an unfamiliar word						
3	V16	Vocabulary	Antonyms and synonyms						
3	V17	Vocabulary	The strategy to predict meanings of words through the use of individual words in compound words						
3	V18	Vocabulary	Various aspects of word study, either under vocabulary or word recognition (e.g., concepts of word meanings, multiple meanings, morphemic analysis, synonyms, antonyms, homonyms, etymologies, and figurative meanings)						
3	C01	Comprehension	Specifically addressed comprehension instruction						
3	C02	Comprehension	An emphasis on helping students become independent strategic learners						
3	C03	Comprehension	Explicit instruction (modeling, guided practice, multiple examples) in reading comprehension strategies						
3	C04	Comprehension	Frequent application when a strategy is taught so students understand its usefulness						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
3	C05	Comprehension	Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy						
3	C06	Comprehension	Strategy instruction that is cumulative over the course of the year						
3	C07	Comprehension	Connections made between previously learned strategies with new text						
3	C08	Comprehension	Strategies that are taught such that students begin to monitor their own thinking processes						
3	C09	Comprehension	Strategies that emphasize before, during and after reading comprehension						
3	C10	Comprehension	Instruction that requires students to determine which strategy to use and why						
3	C11	Comprehension	Strategies that are applied for authentic purposes using appropriate text						
3	C12	Comprehension	Texts at the appropriate readability level						
3	C13	Comprehension	Prior knowledge that is activated before reading						
3	C14	Comprehension	Effective questioning techniques to guide and monitor students' comprehension						
3	C15	Comprehension	Instruction that includes students generating questions to improve engagement with and processing of text						
3	C16	Comprehension	Instruction on how to use graphic organizers to illustrate interrelationships among concepts in text						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
3	C17	Comprehension	Instruction on how to use semantic maps to illustrate and understand a central concept and its relationship to a variety of related ideas and/or events						
3	C18	Comprehension	Elements of story grammar (e.g., setting, characters, important events, etc) used for retelling a story						
3	C19	Comprehension	Ample opportunities to engage in discussions relating to the meanings of text						
3	C20	Comprehension	Ample opportunities for students to read a variety of text structures						
3	C21	Comprehension	Instruction on how to summarize text						
3	C22	Comprehension	Both narrative and expository text						
3	C23	Comprehension	Explicit strategies to interpret information from charts and graphs						
3	C24	Comprehension	Emphasis on the concept of cause and effect						
3	C25	Comprehension	Texts that contain familiar concepts and vocabulary						
3	C26	Comprehension	Texts at the appropriate readability level						
3	C27	Comprehension	The main idea strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc)						
3	C28	Comprehension	More complex texts in which the main idea is not explicit once students have grasped main idea						
4	WA01	Word Analysis	Instruction that progresses from easier word analysis activities to more difficult ones						
4	WA02	Word Analysis	Word analysis that is only a small portion of each lesson (10 to 20 minutes)						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
4	WA03	Word Analysis	An emphasizes on the use of grade appropriate dictionaries and student-friendly explanations						
4	WA04	Word Analysis	Explicit instruction in the use and weaknesses of context clues to determine word meaning						
4	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						
4	WA06	Word Analysis	Word parts that occur with high frequency (such as un, re, and in) over those that occur only in a few words						
4	WA07	Word Analysis	The limitations of structural analysis						
4	WA08	Word Analysis	Activities for distinguishing and interpreting words with multiple meanings						
4	WA09	Word Analysis	Word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases						
4	WA10	Word Analysis	Words used in word analysis activities in the student text						
4	WA11	Word Analysis	Immediate application of word analysis strategies that have been mastered to reading and interpreting familiar decodable connected text						
4	WA12	Word Analysis	Ample unfamiliar decodable text to provide practice with word analysis strategies						
4	WA13	Word Analysis	Ample opportunities to read multisyllabic words daily						
4	WA14	Word Analysis	A section devoted to word study						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
4	WA15	Word Analysis	Spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)						
4	F01	Fluency	Fluency building that is a part of each day's lesson						
4	F02	Fluency	Fluency-based instruction that focuses on developing accuracy, rate, and prosody						
4	F03	Fluency	Fluency building routines that include 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						
4	F04	Fluency	Fluency that is assessed regularly						
4	F05	Fluency	Explicitly set fluency goals in terms of words correct per minute gains						
4	F06	Fluency	Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional)						
4	F07	Fluency	Opportunities to read narrative and expository text aloud						
4	F08	Fluency	Research-based fluency strategies (e.g., repeated readings, peer reading, tape-assisted reading, choral reading, student-adult reading)						
4	V01	Vocabulary	A component that incorporates reading and writing vocabulary						
4	V02	Vocabulary	Systematic and explicit instruction in morphemic analysis to support building word meaning through knowledge of root words, prefixes, and suffixes						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
4	V03	Vocabulary	High level terminology to bring richness of language to the classroom						
4	V04	Vocabulary	Ample activities to practice writing vocabulary in context						
4	V05	Vocabulary	Opportunities for wide independent reading						
4	V06	Vocabulary	Repeated exposure to vocabulary in many contexts						
4	V07	Vocabulary	Frequent use of teacher read alouds using engaging books with embedded explanation and instruction						
4	V08	Vocabulary	Diverse vocabulary through listening and reading stories and informational text						
4	V09	Vocabulary	A limited number of words selected for robust, explicit vocabulary instruction						
4	V10	Vocabulary	Sources of vocabulary instruction that include words from read aloud stories, words from core reading programs, words from reading intervention programs, and words from content area instruction						
4	V11	Vocabulary	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)						
4	V12	Vocabulary	Vocabulary words that are reviewed cumulatively (i.e., Are words that are unknown, critical to passage understanding, and likely to be encountered in the future selected for instruction?)						
4	V13	Vocabulary	Ample opportunities to engage in oral vocabulary activities						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
4	V14	Vocabulary	Student-friendly explanations as well as dictionary definitions						
4	V15	Vocabulary	Word-learning strategies						
4	V16	Vocabulary	An instructional routine for vocabulary that includes introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding						
4	V17	Vocabulary	Ample opportunities to use word-learning strategies						
4	V18	Vocabulary	Word awareness that is 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						
4	V19	Vocabulary	Vocabulary that is taught both directly and indirectly						
4	V20	Vocabulary	Rich contexts for vocabulary learning						
4	V21	Vocabulary	Repetition and multiple exposures to vocabulary items						
4	V22	Vocabulary	Vocabulary tasks that are restructured when necessary						
4	V23	Vocabulary	Computer technology that is used to help teach vocabulary						
4	C01	Comprehension	Comprehension instruction that is specifically addressed						
4	C02	Comprehension	An emphasis on helping students become independent strategic learners						
4	C03	Comprehension	Explicit instruction (modeling, guided practice, multiple examples) in reading comprehension strategies						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
4	C04	Comprehension	Frequently applied new strategies so students understand their usefulness						
4	C05	Comprehension	Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy						
4	C06	Comprehension	Strategy instruction that is cumulative over the course of the year						
4	C07	Comprehension	Connections made between previously learned strategies with new text						
4	C08	Comprehension	Strategies so that students begin to monitor their own thinking processes						
4	C09	Comprehension	An emphasis on strategies before, during and after reading comprehension						
4	C10	Comprehension	Instruction that requires students to determine which strategy to use and why						
4	C11	Comprehension	Strategies that are applied for authentic purposes using appropriate text						
4	C12	Comprehension	Texts at the appropriate readability level						
4	C13	Comprehension	Prior knowledge that is activated before reading						
4	C14	Comprehension	Effective questioning techniques to guide and monitor students' comprehension						
4	C15	Comprehension	Instruction that includes students generating questions to improve engagement with and processing of text						
4	C16	Comprehension	Instruction on how to use graphic organizers to illustrate interrelationships among concepts in text						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
4	C17	Comprehension	Instruction on how to use semantic maps to illustrate and understand a central concept and its relationship to a variety of related ideas and/or events						
4	C18	Comprehension	Elements of story grammar (setting, characters, important events, etc) for retelling a story						
4	C19	Comprehension	Ample opportunities to engage in discussions relating to the meanings of text						
4	C20	Comprehension	Instruction that includes learning to determine which strategy to use and why (metacognition)						
4	C21	Comprehension	Connections made between previously learned strategies with new text						
4	C22	Comprehension	Strategies that are applied for authentic purposes using appropriate text						
4	C23	Comprehension	Ample opportunities for students to read a variety of text structures						
4	C24	Comprehension	Instruction on how to summarize text						
4	C25	Comprehension	Both narrative and expository text						
4	C26	Comprehension	Explicit strategies to interpret information from charts and graphs						
4	C27	Comprehension	Emphasis on the concept of cause and effect						
4	C28	Comprehension	Texts with familiar concepts and vocabulary						
4	C29	Comprehension	Texts at the appropriate readability level						
4	C30	Comprehension	Systematic instruction of the main idea (e.g., using pictures, then individual sentences, then paragraphs, etc)						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
4	C31	Comprehension	More complex texts in which the main idea is not explicit once students have grasped main idea						
5	WA01	Word Analysis	Instruction that progresses from easier word analysis activities to more difficult						
5	WA02	Word Analysis	Word analysis that is only a small portion of each lesson (10 to 20 minutes)						
5	WA03	Word Analysis	Emphasis on the use of grade appropriate dictionaries and student-friendly explanations						
5	WA04	Word Analysis	Explicit instruction in the use and weaknesses of context clues to determine word meaning						
5	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						
5	WA06	Word Analysis	Word parts that occur with high frequency (such as un, re, and in)						
5	WA07	Word Analysis	The limitations of structural analysis						
5	WA08	Word Analysis	Activities for distinguishing and interpreting words with multiple meanings						
5	WA09	Word Analysis	Word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases						
5	WA10	Word Analysis	Words used in word analysis activities in the student text						

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						Superior (Thoroughly/Highly)	Satisfactory	Minimal	Not At All
5	WA11	Word Analysis	Immediately applying word analysis strategies that have been mastered to reading and interpreting familiar decodable connected text						
5	WA12	Word Analysis	Ample unfamiliar decodable text to provide practice with word analysis strategies						
5	WA13	Word Analysis	Ample opportunities to read multisyllabic words daily						
5	WA14	Word Analysis	A section devoted to word study						
5	WA15	Word Analysis	Spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)						
5	F01	Fluency	Fluency building that is a part of each day's lesson						
5	F02	Fluency	Fluency-based instruction that focuses on developing accuracy, rate, and prosody						
5	F03	Fluency	Fluency building routines that include 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						
5	F04	Fluency	Fluency that is assessed regularly						
5	F05	Fluency	Explicitly set fluency goals in terms of words correct per minute gains						
5	F06	Fluency	Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional)						
5	F07	Fluency	Opportunities to read narrative and expository text aloud						

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5	F08	Fluency	Research-based fluency strategies (e.g., repeated readings, peer reading, tape-assisted reading, choral reading, student-adult reading)						
5	V01	Vocabulary	A component that incorporates reading and writing vocabulary						
5	V02	Vocabulary	Systematic and explicit instruction in morphemic analysis to support building word meaning through knowledge of root words, prefixes, and suffixes						
5	V03	Vocabulary	High level terminology to bring richness of language to the classroom						
5	V04	Vocabulary	Ample activities to practice writing vocabulary in context						
5	V05	Vocabulary	Opportunities for wide independent reading						
5	V06	Vocabulary	Repeated exposure to vocabulary in many contexts						
5	V07	Vocabulary	Frequent use of teacher read alouds using engaging books with embedded explanation and instruction						
5	V08	Vocabulary	Diverse vocabulary through listening and reading stories and informational						
5	V09	Vocabulary	A limited number of words selected for robust, explicit vocabulary instruction						
5	V10	Vocabulary	Sources of vocabulary instruction that include words from read aloud stories, words from core reading programs, words from reading intervention programs, and words from content area instruction						

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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
5	V11	Vocabulary	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)						
5	V12	Vocabulary	Vocabulary words that are reviewed cumulatively (i.e., Are words that are unknown, critical to passage understanding, and likely to be encountered in the future selected for instruction?)						
5	V13	Vocabulary	Ample opportunities to engage in oral vocabulary activities						
5	V14	Vocabulary	Student-friendly explanations as well as dictionary definitions						
5	V15	Vocabulary	Word-learning strategies						
5	V16	Vocabulary	The instructional routine for vocabulary that includes introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding						
5	V17	Vocabulary	Ample opportunities to use word-learning strategies						
5	V18	Vocabulary	Word awareness that is 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						
5	V19	Vocabulary	Vocabulary that is taught both directly and indirectly						
5	V20	Vocabulary	Rich contexts for vocabulary learning						

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

**SUBJECT:** Reading  
**CATEGORY:** K-5(6) Comprehensive Core Reading Program  
**SUBMISSION TITLE:** Enter Submission Title Here  
**PUBLISHER:** Enter Publishing Company Here  
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5	V21	Vocabulary	Repetition and multiple exposures to vocabulary items						
5	V22	Vocabulary	Vocabulary tasks that are restructured when necessary						
5	V23	Vocabulary	Computer technology used to help teach vocabulary						
5	C01	Comprehension	Comprehension instruction that is specifically addressed						
5	C02	Comprehension	An emphasis on helping students become independent strategic learners						
5	C03	Comprehension	Explicit instruction (modeling, guided practice, multiple examples) in reading comprehension strategies						
5	C04	Comprehension	Frequent application of new strategies so students understand their usefulness						
5	C05	Comprehension	Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy						
5	C06	Comprehension	Strategy instruction that is cumulative over the course of the year						
5	C07	Comprehension	Connections made between previously learned strategies with new text						
5	C08	Comprehension	Strategies that teach students to begin monitoring their own thinking processes						
5	C09	Comprehension	An emphasis on before, during and after reading comprehension strategies						
5	C10	Comprehension	Instruction on how to determine which strategy to use and why						

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5	C11	Comprehension	Strategies that are applied for authentic purposes using appropriate text						
5	C12	Comprehension	Texts at the appropriate readability level						
5	C13	Comprehension	Prior knowledge that is activated before reading						
5	C14	Comprehension	Effective questioning techniques to guide and monitor students' comprehension						
5	C15	Comprehension	Instruction that includes students generating questions to improve engagement with and processing of text						
5	C16	Comprehension	Instructions on how to use graphic organizers to illustrate interrelationships among concepts in text						
5	C17	Comprehension	Instructions on how to use semantic maps to illustrate and understand a central concept and its relationship to a variety of related ideas and/or events						
5	C18	Comprehension	Elements of story grammar (setting, characters, important events, etc) for retelling a story						
5	C19	Comprehension	Ample opportunities to engage in discussions relating to the meanings of text						
5	C20	Comprehension	Instructions on how to determine which strategy to use and why (metacognition)						
5	C21	Comprehension	Connections made between previously learned strategies with new text						
5	C22	Comprehension	Strategies that are applied for authentic purposes using appropriate text						
5	C23	Comprehension	Ample opportunities for students to read a variety of text structures						

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5	C24	Comprehension	Instruction on how to summarize text						
5	C25	Comprehension	Both narrative and expository text						
5	C26	Comprehension	Explicit strategies to interpret information from charts and graphs						
5	C27	Comprehension	Emphasis on the concept of cause and effect						
5	C28	Comprehension	Texts that contain familiar concepts and vocabulary						
5	C29	Comprehension	Texts at the appropriate readability level						
5	C30	Comprehension	The main idea strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc)						
5	C31	Comprehension	More complex texts in which the main idea is not explicit once students have grasped main idea						