

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

**SUBJECT:** Reading  
**CATEGORY:** K-5(6) 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	Clearly stated goals and objectives						
	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)						
	O03	Overall Instructional Design	Explicit and systematic instruction						
	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)						
	O05	Overall Instructional Design	All five components of reading addressed each day						
	O06	Overall Instructional Design	Instruction in spelling, writing, oral language, and listening comprehension						
	O07	Overall Instructional Design	Consistent 'teacher friendly' instructional routines, including teacher-led presentations, explanations, demonstrations, and correction procedures						
	O08	Overall Instructional Design	Frequent interactions between teacher and students						
	O09	Overall Instructional Design	Lessons that are highly detailed to ensure implementation accuracy						
	O10	Overall Instructional Design	Student materials that are aligned with instruction						
	O11	Overall Instructional Design	A logical organization to the materials						

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	O12	Overall Instructional Design	A consistent lesson format for each day						
	O13	Overall Instructional Design	Ample student practice opportunities						
	O14	Overall Instructional Design	Activities (e.g., centers) that are reading related						
	O15	Overall Instructional Design	Activities in the lessons that reflect their corresponding objectives						
	O16	Overall Instructional Design	Prompts for teachers to provide immediate feedback						
	O17	Overall Instructional Design	Specific scaffolding instruction that is a prominent part of the lessons						
	O18	Overall Instructional Design	Differentiated instruction that is prominent, with specific instructions for differentiating						
	O19	Overall Instructional Design	Guidelines and materials for flexible grouping						
	O20	Overall Instructional Design	Comprehensive intervention						
	O21	Overall Instructional Design	Intervention that is a sufficient stand alone program						
	O22	Overall Instructional Design	Intervention that specifies for whom it is appropriate						
	O23	Overall Instructional Design	Instruction that provides for English Language Learners (ELL)						
	O24	Overall Instructional Design	Intervention that can be taught by a reading specialist, special education teacher, or general education teacher						

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	PA01	Phonological Awareness	Instruction that progresses from easier phonological awareness activities to more difficult phonological awareness activities						
	PA02	Phonological Awareness	Phonological awareness that starts with larger units (words and syllables) and progresses to smaller units (phonemes)						
	PA03	Phonological Awareness	Phonological awareness that starts with rhyming and progresses to phoneme isolation, blending, segmenting and manipulation						
	PA04	Phonological Awareness	Phonological awareness that starts with shorter words and progresses to longer words						
	PA05	Phonological Awareness	Phonological awareness that is taught explicitly every day						
	PA06	Phonological Awareness	Phonological awareness that is only a small portion of the daily lesson (no more than 30 minutes a day)						
	PA07	Phonological Awareness	Activities that follow the continuum of word types (beginning with short words that contain 2 or 3 phonemes)						
	PA08	Phonological Awareness	Teacher modeling of phonological awareness as well as guided practice						
	PA09	Phonological Awareness	A sound pronunciation guide						
	PA10	Phonological Awareness	Instructions to alert the teacher of student readiness pertaining to phonological awareness activities						
	PA11	Phonological Awareness	A description of what constitutes mastery						

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	PA12	Phonological Awareness	Intervention that begins instruction using auditory phonological awareness activities (without use of letters)						
	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)						
	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						
	PA15	Phonological Awareness	Auditory rhyming activities (recognition and production)						
	PA16	Phonological Awareness	Auditory alliteration activities						
	PA17	Phonological Awareness	Prompts for students to count the number of words in spoken sentences						
	PA18	Phonological Awareness	Activities that involve counting the number of syllables in a word (blending first and then segmenting)						
	PA19	Phonological Awareness	Activities for students to blend onsets and rimes						
	PA20	Phonological Awareness	Phoneme isolation that is in the following order: initial, final and medial						
	PA21	Phonological Awareness	Phoneme blending						
	PA22	Phonological Awareness	Phoneme segmentation						
	PA23	Phonological Awareness	Phoneme manipulation						
	PA24	Phonological Awareness	Activities using Elkonin boxes, counters, tiles, fingers, auditory cues						

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	PA25	Phonological Awareness	Phonological awareness instruction that is linked with phonics instruction						
	PA26	Phonological Awareness	Words that are used in phonological awareness activities are found in later word lists and text readings						
	PA27	Phonological Awareness	Daily focus lesson focuses on only 1 or 2 phonological awareness skills						
	PA28	Phonological Awareness	Helps for the teacher to determine when oral language phonological awareness activities should drop out of the curriculum						
	PA29	Phonological Awareness	Sound pronunciation, distortion of stop sounds, holding out continuous sounds						
	P01	Phonics	Letter-sounds introduced explicitly						
	P02	Phonics	Letters that are auditorily and visually similar are separated						
	P03	Phonics	Letter-sounds introduced systematically						
	P04	Phonics	Letter-sound correspondences taught to mastery and reviewed frequently						
	P05	Phonics	Procedures for immediate, constructive feedback						
	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)						
	P07	Phonics	Words that only include letters and sounds the students have already learned initially						

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	P08	Phonics	Ample decodable text to provide students practice in applying their skills with phonic elements (word lists and connected text)						
	P09	Phonics	The symbol to sound association (decoding) and the sound to symbol association (spelling) taught explicitly						
	P10	Phonics	Spelling instruction during word learning so students are able to make the connection of how sounds map onto print						
	P11	Phonics	Instruction that differentiates between the two different kinds of irregular words						
	P12	Phonics	Clarification that high frequency words can be both regular and irregular words						
	P13	Phonics	Difficult, irregular and high frequency words reviewed often and cumulatively						
	P14	Phonics	Direct instruction of high frequency irregular words and student encouragement to use decoding strategies for parts of irregular words that are decodable.						
	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.						
	P16	Phonics	Irregular words that look highly similar are separated (e.g., where-were; of-off)						
	P17	Phonics	Pre-teaching irregular words prior to reading text						
	P18	Phonics	Beginning passages that contain only irregular words that have been previously taught						

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	P19	Phonics	Text in which the irregular words being taught are evident						
	P20	Phonics	Phonic and structural analysis (advanced phonics skills) taught explicitly, first in isolation and then in words and connected text						
	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						
	P22	Phonics	An emphasis on reading multisyllabic words fluently						
	P23	Phonics	The introduction of harder affixes and longer multisyllabic words introduced as the students advance (late 2nd and 3rd grade)						
	P24	Phonics	Intervention that provides teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis						
	P25	Phonics	The phases of word learning by Ehri						
	P26	Phonics	Instruction in the strategy of chunking when trying to decode multisyllabic words.						
	F01	Fluency	Fluency practice that is introduced after students are proficient at reading words accurately (in word lists, sentences or passages)						
	F02	Fluency	Fluency instruction that is integrated into each day's lesson						
	F03	Fluency	All dimensions of fluency (speed, accuracy, expression)						
	F04	Fluency	Research-based fluency strategies (e.g., repeated readings, peer reading)						
	F05	Fluency	Opportunities for the teacher to model prosody						

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	F06	Fluency	Fluency practice that involves the teacher giving feedback to students						
	F07	Fluency	Assessment of reading rates in words correct per minute						
	F08	Fluency	An emphasis on a fluency goal of 41 words correct per minute by the end of first grade						
	F09	Fluency	An emphasis on a fluency goal of 91 words correct per minute by the end of second grade						
	F10	Fluency	An emphasis on a fluency goal of 111 words correct per minute by the end of third grade						
	F11	Fluency	Accurate description of how to determine independent, instructional, and frustrational reading levels for individual students						
	F12	Fluency	Opportunities for students to read text at their independent level or instructional level to help build fluency						
	F13	Fluency	Teaching letter-sounds to mastery and frequent practice to promote automaticity						
	F14	Fluency	Fluency-building passages that include a high percentage of regular words						
	F15	Fluency	Explicit strategies taught as students transition from reading words in lists to reading connected text						
	F16	Fluency	Fluency practice that involves text the students can read with 95% accuracy						
	F17	Fluency	Teaching decoding strategies until they becomes automatic						

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	F18	Fluency	Irregular words taught to be recognized by sight						
	F19	Fluency	Asking students to reread a word list after an error correction						
	F20	Fluency	Asking students to reread the word and then reread the sentence after error correction during sentence reading						
	F21	Fluency	Opportunities during passage or story reading for the students are to reread the story						
	F22	Fluency	Opportunities for students to read a story orally so teachers hear whether or not they apply the skills they are learning						
	F23	Fluency	Guided oral reading instruction						
	F24	Fluency	Timed readings as a method to increase speed and motivation.						
	F25	Fluency	Assessment of reading fluency						
	F26	Fluency	Fluency probes for progress monitoring						
	V01	Vocabulary	Vocabulary instruction before, during, and after the story						
	V02	Vocabulary	Listening, reading, and speaking vocabulary						
	V03	Vocabulary	Useful words, important words, and difficult words taught directly						
	V04	Vocabulary	Multiple opportunities for students to work with new words in reading sentences, paragraphs, or longer text						
	V05	Vocabulary	Opportunities for students to use new words in their writing						
	V06	Vocabulary	Previously introduced words cumulatively reviewed						
	V07	Vocabulary	Meanings of prefixes and suffixes taught before connecting them to words						

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	V08	Vocabulary	Instruction in strategies to determine word meanings based on prefixes and suffixes						
	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)						
	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)						
	V11	Vocabulary	Instruction in strategies to ensure understanding of the strategy process						
	C01	Comprehension	Specifically addressed comprehension instruction						
	C02	Comprehension	Comprehension that is monitored						
	C03	Comprehension	Both narrative and expository texts (informational texts)						
	C04	Comprehension	Texts that contain familiar concepts and vocabulary, with simple sentences at an appropriate readability level						
	C05	Comprehension	Main ideas and story grammar elements that are apparent initially in student text and gradually become more complex and inferential						
	C06	Comprehension	Comprehension instruction that is explicit (modeling, guided practice, multiple examples)						
	C07	Comprehension	A strategy taught over time to ensure understanding of the strategy process						

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	C08	Comprehension	Frequent application of strategy so students understand its usefulness						
	C09	Comprehension	Instruction that allows students to monitor their own thinking processes						
	C10	Comprehension	Students taught when, where and why to use a strategy						
	C11	Comprehension	During reading strategies (paired reading, main idea-paragraph shrinking, think alouds)						
	C12	Comprehension	After reading strategies (story retell, story grammar, summarization)						
	C13	Comprehension	Modeling and systematic review of main idea, retell, and summarization						
	C14	Comprehension	Effective questioning techniques to guide and monitor students' comprehension (e.g., Bloom's taxonomy)						
	C15	Comprehension	Instruction that includes students generating questions to improve engagement with and processing of text						
	C16	Comprehension	Students taught to use graphic organizers to illustrate interrelationships among concepts, ideas, and events in text (semantic maps, concept maps)						
	C17	Comprehension	Students taught how to locate and interpret graphs, maps, charts, diagrams in informational text						
	C18	Comprehension	Narrative and informational text in which students are taught to compare and contrast, locate facts and details, identify titles, chapter headings, etc.						