

READING FAQ

Question 1: To which standards must the reading programs be aligned?

Answer:

These materials should be aligned to the revised Sunshine State Standards and the Reading Specifications. These specifications can be found at <http://www.firn.edu/doe/instmat/0708adoption/spec07.pdf>

Question 2: What instructional materials must districts purchase in this reading adoption?

Answer:

- **K-5 Comprehensive Core Reading materials** for students in grades Kindergarten through 5th grade.
- **K-5 Comprehensive Intervention Reading materials** on an as needed basis for students in grades Kindergarten through 5th grade who are reading one or more years below grade level.
- **K-12 Supplemental Intervention Reading materials** on an as needed basis for students in grades Kindergarten through 12th grade who require additional instruction or practice in specific areas of reading.
- **6-12 Comprehensive Intervention Reading materials** for Level 1 and Level 2 students, grades 6-12, who are enrolled in an intensive reading intervention course as prescribed by HB 7087.
- **6-8 Developmental Reading materials** for students enrolled in M/J Reading and/or M/J Advanced Reading classes.

Question 3: What are the major differences between a K-5 Comprehensive Core Reading Program (CCRP) and a K-5 Comprehensive Intervention Reading Program (CIRP)?

Answer:

1. A Comprehensive Core Reading Program (CCRP) must be aligned and correlated to all reading and language arts Sunshine State Standards. A Comprehensive Intervention Reading Program (CIRP) must correlate to the reading standards, and to the language arts standards where appropriate.
2. A Comprehensive Core Reading Program (CCRP) is the tool used to provide initial instruction and primarily is implemented to expose and instruct students on grade level. However, the program does have supporting materials for students who are struggling readers, as well as students who demonstrate proficiency. A Comprehensive Intervention Reading Program (CIRP) is designed to accelerate growth primarily for students who are reading one to two years below grade level.

Question 4: Are there any similarities between the two kinds of programs?

Answer:

Yes. Both programs must include instruction based on the five essential components of reading.

Question 5: Can a Comprehensive Intervention Reading Program (CIRP) take the place of a Comprehensive Core Reading Program (CCRP) at grades K-5?

Answer:

Yes, but only under certain circumstances. One example in which a CIRP would take the place of the CCRP is when all of the students in the class read 1 to 2 years below grade level.

Question 6: In the K-12 Supplemental Intervention Reading Program call, what is the purpose of a supplemental program at grades K-5?

Answer:

K-5 Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension). They are used to provide targeted, intensive interventions for smaller groups of struggling readers, and they are often referred to as intervention materials. These materials can be used to provide either additional instruction, additional practice, or both.

Question 7: Can a K-12 Supplemental Intervention Reading Program span any grade level?

Answer:

Yes, but the publisher must identify the grade level on the appropriate forms submitted to the Department of Education. The review committee will be instructed to make sure that the program is age appropriate, with instruction for the grade levels identified. Correlations to Sunshine State Standards and the Reading Specifications at the identified grade levels is mandatory.

Question 8: For the 6-12 call, what is the difference between a Comprehensive Intervention Reading Program and a Supplemental Intervention Reading Program?

Answer:

At the secondary level, the Comprehensive Intervention Reading Program must provide instruction in multiple components of reading and must contain enough content for a year of daily instruction either in a single or extended block of time. A supplemental program is used as needed for targeted instruction, in one or more components of reading. The Comprehensive Intervention Reading Program may be used as a stand alone program and does not require the use of additional supplemental programs.

Question 9: Will districts be required to purchase K-5 language arts textbooks in 2008-2009 after purchasing a K-5 Comprehensive Core Reading Program in 2007-2008?

Answer:

No. The K-5 Comprehensive Core Reading Programs will be aligned to all K-5 reading and language arts standards.

Question 10: If our reading program has been evaluated by the Florida Center for Reading Research (FCRR), does that automatically mean we are state adopted?

Answer:

No. FCRR prepares program reports in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. These reviews are not for "state adoption."

Question 11: What role will FCRR play in the evaluation process?

Answer:

Florida Statutes mandate that evaluation committees be comprised of five teachers, two supervisors of teachers, two lay citizens, and a school board member, all from different parts of the state. However, committee membership above and beyond this is not restricted by statutes, therefore, we may recruit FCRR staff to be part of the evaluation process.

Question 12: Will the Department of Education extend contracts with publishers who have reading programs that are currently adopted?

Answer:

No. The Department of Education is seeking current instructional materials for the 2007-2008 reading adoption.

Question 13: What are the expectations for meeting the Access Points that are being written into the revised standards?

Answer:

Publishers will not be expected to correlate their reading programs to the Access Points for students with significant cognitive disabilities.

Question 14: Will the FCAT tested benchmarks change for the FCAT given in the spring of 2008?

Answer:

No. The FCAT is not scheduled to change until 2010-2011.

Question 15: What funding will be available for this reading adoption?

Answer:

The funding available will be the categorical allocation for instructional materials, Reading FEFP funds, and Title I funds (where appropriate). However, funding is certainly not limited to these sources.

Question 16: What professional development must be included with the submitted reading programs?

Answer:

Publishers will submit a *Professional Development Plan* for use with the submitted reading programs aligned to the Reading Specifications. Publishers must state how (including how often) the professional development will be provided. If there are other professional development packets that go above and beyond the Professional Develop Plan submitted, then publishers will need to describe the additional professional development, including the cost.

Question 17: In the Professional Development section for each submission call within the specifications, it is noted that, "The professional development must emphasize the fidelity of implementation." What does this mean?

Answer:

Florida HB 7087 requires each district school board to approve a comprehensive staff development plan verifying that instructional materials training was provided and that district instructional materials are being implemented as designed. Also, within each district comprehensive reading plan required by F.S. 1011.62(8), districts must list all programmatic interventions. In order for the plan to meet approval, these interventions must be implemented with fidelity to time and group size. Therefore, it will be important for publishers to address the specific conditions, in terms of time and group size, which should be met for students to be successful within their programmatic intervention.