

STATE BOARD OF EDUCATION

Action Item

April 19, 2005

SUBJECT: Approval of Emergency Rule 6AER05-1, Course Requirements – Grades 6-12 Basic and Adult Secondary Programs - 2005

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

It is duly submitted for final approval by the State Board of Education, as required by Section 1011.62(1)(r) Florida Statutes.

BACKGROUND INFORMATION

Rule 6A-1.09412, F.A.C., Course Requirements – Grades 6 -12 Basic and Adult Secondary Programs, provides course descriptions for middle and secondary courses. The emergency rule as attached amends the present course descriptions in Rule 6A-1.09412, FAC., for intensive reading courses in middle and high school grades to include suggested time allocations and instructional activities, as well as alignment to instruction grounded in scientifically based-reading research. Based upon approval of this emergency rule, Rule 6A-1.09412, FAC., will be amended through the rulemaking process and presented to the State Board for final approval to include the intensive reading course descriptions.

Supporting Documentation included: Rule 6AER05-1, F.A.C., Course Requirements – Grades 6-12 Basic and Adult Secondary Programs - 2005

Presenters: Mary Laura Openshaw, Director, Just Read, Florida!

6AER05-1 Course Requirements - Grades 6-12 Basic and Adult
Secondary Programs – 2005.

A course description directs district personnel by providing the
essential content and course requirements for each course in grades
6-12 contained in the “Course Code Directory and Instructional
Personnel Assignments” adopted by Rule 6A-1.09441, F.A.C.
Course requirements approved by the State Board of Education are
contained in the publication “2002-2003 Florida Course Descriptions
for Grades 6-12/Adult, Basic Education” as incorporated by
reference in Rule 6A-1.09412, FAC., and “2005 Florida Course
Descriptions for Grades 6-12/Adult, Basic Education” which is hereby
incorporated by reference and made a part of this rule. District school
boards of education are authorized, through local rules, to approve a
variance of up to ten (10) percent of the course requirements of each
course description. Copies of approved course descriptions may be
obtained from the Division of Public Schools and Community
Education, Department of Education, 325 West Gaines Street,
Tallahassee, Florida 32399.

Specific Authority 1011.62 FS. Law Implemented 1011.62(1)(r) FS.

History–New

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8, 9-12 -- 2005

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8, 9-12 -- 2005

Subject Area: Language Arts

Course Numbers: 1000010, 1000000, 1000020, 1000410, 1000400, 1000420

Course Titles: M/J Intensive Reading, M/J Intensive Language Arts, M/J Intensive Basic Skills, 9-12 Intensive Reading, 9-12 Intensive Language Arts, 9-12 Intensive Basic Skills

Course Length: 36 Weeks

Note: The Course Description below supercedes course descriptions for Course Numbers 1000010, 1000000, 1000020, 1000410, 1000400, and 1000420 as adopted by reference in Rule 6A-1.09412, FAC.

Basic Assumptions for Reading Education:

- Students entering the upper grades who are not reading on grade level have a variety of reading remediation needs. No single program or strategy can be successful in remediating all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in remediating older struggling readers.
- Remediating older struggling readers requires immediate intensive intervention (iii). This immediate intensive intervention can only be provided through increased time. Students with more severe reading difficulties, such as those requiring instruction in phonemic awareness, phonics, and fluency should be remediated in a block of time of no less than ninety minutes daily. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be remediated in less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive remediation needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis.
- Students in need of remediation need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to develop competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students are held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-alouds, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through literal and inferential questioning, as well as retell.

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance through immediate and intensive intervention (iii).

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension as necessary that has been identified through screening, group diagnostic, progress monitoring and/or individual diagnostic measures of each student and specified in his/her Academic Improvement Plan (AIP)
- critical thinking and problem-solving skills and strategies
- reading for meaning through varied reading materials
- integrated reading and writing processes
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should be designed to provide initial instruction (ii) and immediate and intensive intervention (iii) in order to meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address:
<http://www.fldoe.org/>.

After successfully completing this course, the student will:

1. Demonstrate improved achievement in reading as documented by an assessment outcome measure and reflected in the Sunshine State Standards benchmarks for reading that have been identified through screening, individual diagnosis and progress monitoring of each student's need for remedial instruction and specified in his/her Academic Improvement Plan (AIP).
2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.
3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.
LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.
5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.
LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
6. Construct meaning of text through inference, application, and analysis.
LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.
LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.
LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.
9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
10. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
11. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.
13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony,

foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.