

# **2007 FLORIDA READING INSTRUCTIONAL MATERIALS** **ADOPTION**

Florida will be accepting for consideration bids for reading programs configured as follows:

- K-5(6) COMPREHENSIVE CORE READING PROGRAM
- K-5(6) COMPREHENSIVE INTERVENTION READING PROGRAM
- K-5(6) SUPPLEMENTAL/INTERVENTION PROGRAM
- 6-8 DEVELOPMENTAL READING PROGRAM
- 6-8 COMPREHENSIVE INTERVENTION READING PROGRAM
- 6-8 SUPPLEMENTAL INTERVENTION PROGRAM
- 9-12 COMPREHENSIVE INTERVENTION READING PROGRAM
- 9-12 SUPPLEMENTAL INTERVENTION PROGRAM

## **READING PROGRAMS FOR GRADES K-5**

- K-5 COMPREHENSIVE CORE READING PROGRAMS (CCRP)  
To be acceptable for consideration, a K-5 developmental Comprehensive Core Reading Program (CCRP) must cover all six (6) grade levels. The curriculum must provide explicit, systematic instruction, assessment, and intervention that advocate reading proficiency for all students throughout each developmental stage of reading acquisition. The reading series will explain and clarify the language and reading acquisition processes for effective delivery of instruction. The instruction must be directed toward student competency in phonological awareness, phonics, fluency, vocabulary, and comprehension. The text within the curriculum must contain a variety of literary and informational material that is grade-level appropriate and synchronized with specific word skills and vocabulary. The activities and assignments within each lesson must be developmentally appropriate, systematic, and incremental.
- K-5 COMPREHENSIVE READING PROGRAMS (CIRP)  
Comprehensive Intervention Reading Programs (CIRP) are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. Comprehensive Intervention Reading Programs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension) integrated into a coherent instructional design. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. Comprehensive Intervention Reading Programs provide instruction that is more intensive, explicit, systematic, and more motivating than instruction that students have previously received. These programs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

➤ **K-5 SUPPLEMENTAL/INTERVENTION READING PROGRAMS**

Supplemental/Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). When they are used with almost all students in the class because the Comprehensive Core Reading Program does not provide enough instruction and practice in a given area for the majority of the students in the class, they are referred to as Supplemental Programs. When they are used to provide targeted, intensive interventions for smaller groups of struggling readers, they are referred to as Intervention Programs. Whether referred to as Supplemental or Intervention Programs, these programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide either additional instruction or additional practice, or both.

**READING PROGRAMS FOR GRADES 6 - 12**

➤ **DEVELOPMENTAL READING PROGRAMS, Grades 6-8**

The goal of a developmental reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading which may be transferred to content courses across the curriculum. **The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).**

○ **Sixth Grade**

Sixth grade students continue to master previously learned skills involving listening skills, comprehension, presentations, reading selections, and written compositions. They listen to and read independently in a wide variety of classic and contemporary works and their minds are more interactively engaged with text as they infer, modify, and monitor their own reading comprehension. Language acquisition of increasingly mature vocabulary and mastery of English morphology continue to be integral at the middle school level. Students become familiar and comfortable with literary devices such as flashback, foreshadowing and symbolism and are able to understand idioms, multi-meaning words and analogies. Written compositions become more polished with use of complex punctuation, conjunctions, prepositional phrases, verb tenses, contractions and pronouns. Students' vocabulary and literacy base continues to expand. Opportunities to apply this expanding vocabulary knowledge toward text must be provided for the students to comprehend the higher-level concepts and inferences. Students continue to gain ability in reading, fluency, morphology, and figurative language. The skills and knowledge acquired by sixth grade students help provide the foundation for all subsequent reading and language arts instruction. Modifications to instruction and supporting activities should be incorporated into the design of the material. Assessment opportunities must be frequently incorporated into the material and should guide on-going modifications to instruction. Intervention, if needed, is imperative for word recognition, vocabulary development, and comprehension.

- Seventh Grade

Seventh grade students continue to read a wide variety of literature and texts independently, but still enjoy being read to. Students read more, and their minds are more interactively engaged with text as they infer, modify, and monitor their own reading comprehension. Language acquisition of increasingly mature vocabulary and mastery of the English morphology continue to be integral at the middle school level. Students become more adept at analyzing a writer/speaker's persuasive techniques and are more sensitive to style, tone and mood. Students listen critically and use a variety of strategies for comprehension. Their vocabulary development is on-going and builds through systematic word study and reading a variety of literary works and content area texts. Writing expands as an integral part of reading, and editing skills become more proficient. Independent, self-selected reading should be given every attention. The skills and knowledge acquired by seventh grade students help provide the foundation for all subsequent reading and language arts instruction. Modifications to instruction and supporting activities should be incorporated into the design of the material. Assessment opportunities must be frequently incorporated into the material and should guide on-going modifications to instruction. Intervention, if needed, is imperative for word recognition, vocabulary development and comprehension.

- Eighth Grade

In grade eight, the transition begins toward high school and students are expected to evaluate literature and texts for logic, consistency, elements of plots, and comparison and contrasting of characters. Eighth grade minds are more interactively engaged with rigorous text as they infer, modify, and monitor their own reading comprehension. Language acquisition of increasingly mature vocabulary and mastery of the English morphology continues to be integral in preparation for high school reading expectations. Extensive independent reading outside the school setting is imperative. Students in grade eight produce multi-paragraph compositions that have gone through stages of the writing process that include research, written drafts, revisions, editing and refining to a polished document. The skills and knowledge acquired by eighth grade students help provide the foundation for all subsequent reading and language arts instruction. Modifications to instruction and supporting activities should be incorporated into the design of the material. Assessment opportunities must be frequently incorporated into the material and should guide on-going modifications to instruction. Intervention, if needed, is imperative for word recognition, vocabulary development and comprehension.

➤ **COMPREHENSIVE INTERVENTION READING PROGRAMS, Grades 6-8 or 9-12**

Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. **The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).** Middle school and high school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students within grades 6-12, success in subject areas is contingent upon intensive reading intervention of content area vocabulary and concepts. The acquisition of mature language and reading comprehension skills require intense intervention for many struggling students. The 6-12 reading curriculum must contain explicit instruction for intensive student assistance in fluency, English morphology, inference modification processes, classification skills, analysis, synthesis, and research skills with informational and complex literary text. Students must have opportunities to practice and apply language and reading skills in effective written and oral communication. The expected student outcome of the curriculum and instruction is accelerated growth in student proficiency in reading and writing of both informational and literary text.

Publishers who submit a **Comprehensive Intervention Reading Program for 6-8 or 9-12** must recognize that a secondary program will address students with a broad range of reading abilities. To accommodate the scope of student abilities, the secondary reading series must contain both an *intervention* component and a *content area support* component.

A comprehensive intervention reading program at the 6-8 or 9-12 level must respond to students who have not mastered essential reading skills. The reading curriculum for consideration must be an intense, comprehensive program that contains explicit instruction to ensure student learning and provide definitive modeling of thought processes. Instructional materials need to introduce skills and concepts systematically and should avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations. Materials should be designed to accommodate a broad range of sensory and cognitive abilities. Publishers are encouraged to include a technology component to provide reinforcement of teacher instruction.

➤ **SUPPLEMENTAL INTERVENTION READING PROGRAM, Grades 6-8 or 9-12**

Supplemental/Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Reading Intervention Program does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted

instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide either additional instruction or additional practice, or both.

### **PROFESSIONAL DEVELOPMENT, GRADES K-12**

Publishers will submit a *Professional Development Plan* for use with the submitted reading programs. This plan must not incur additional cost, but be provided within the overall cost of the program. There must be initial professional development that provides adequate time for teachers to learn new concepts and practice what they learn. Teachers will also be instructed in the administration and interpretation of assessments that accompany the program. The professional development should be customized to meet the needs of teachers, principals, and reading/literacy coaches. There is also a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow up assistance as they put new concepts into practice. Teachers are taught how to administer and interpret the assessments that accompany the program. After initial professional development, ongoing professional development must be offered to provide support and a deeper level of reading knowledge. The PD also provides support (e.g., principal checklists, follow up in class modeling, a CD for teachers to view model lessons) to facilitate application of content. The professional development must emphasize the fidelity of implementation.