

2006 READING SPECIFICATIONS

FOR THE

2007-2008 FLORIDA STATE ADOPTION OF

INSTRUCTIONAL MATERIALS



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Florida Perspective

Florida's A+ Plan for Education

Florida has created a school improvement and accountability initiative to reform education in its public schools. The goal of this initiative is to raise student achievement to world-class levels. To this end, high-level academic standards, called the Sunshine State Standards, were created delineating expected achievement by all students. Florida's reform effort is based on a commitment to continuous quality improvement in every school across the state. As such, it calls for improvement teams in schools to articulate a fundamentally new direction for instruction and to re-examine the ways in which the day-to-day business of schools is conducted.

Education reform is about developing the capacity at the local level to identify and solve problems related to raising student achievement. Raising student achievement requires both (1) raising expectations through high academic standards grounded in a foundation of reading, writing, mathematics, and science applied in real world contexts; and (2) improving the environment for effective teaching and learning based on current research about how people learn.

Universal Design for Curriculum Access

Because Florida will not have a separate call for special education students, publishers who submit material for consideration will be required to incorporate strategies, materials, activities, etc. that consider the special needs of these students. In providing for students with special needs, Florida evaluators will be guided by the research reported in the document *Universal Design for Curriculum Access*. The following Web sites can be accessed for detailed information on this research:

<http://www.trace.wisc.edu/>

<http://www.cast.org>

<http://www.uoregon.edu/~ncite/>

Although Florida is not having a separate call for ESE, that is not to say that all materials will be equally suitable for all children. Florida's State Adoption Committees may, as always, identify some submissions as "especially suitable" for a particular group of students. Some groups may be reading below grade level or above grade level, may include reluctant readers or may have disabilities. Committee comments appear with adopted titles in the Florida Catalog of Adopted Materials and serve as a guide for teachers and/or administrators in search of materials. Each State Adoption Committee has at least one member, though usually more than one, who is or has been a certified teacher of ESE students.

Accommodations and Modifications

The following summary of information from the Department of Education guide *Accommodations: Assisting Students with Disabilities* (2003) is of help in addressing the ways that materials may be developed or changed to meet the needs of students of varied abilities:

Accommodations are changes that can be made in HOW students learn. Accommodations are really “whatever it takes” to assure students with disabilities the opportunity to participate as fully as possible in the general curriculum and ultimately earn a diploma.

Accommodations:

- do not lessen achievement expectations.
- are a wide range of techniques and support systems that help students with disabilities work around any limitations that result from their disability.
Examples include Braille textbooks or books on tape.
- may be needed by one student but frequently can benefit many or most students in a classroom.
- should be enabling, necessary, and used congruently for both instruction and assessment

Accommodations may be provided in five general areas:

- Instructional methods and materials
- Assignments and classroom assessments
- Time demands and scheduling
- Learning environment
- Use of special communication systems

Specific suggestions for accommodations in instructional materials and methods based on area of need are found in Chapter 3: What Can You Change.

Modifications, on the other hand, are changes that can be made to WHAT students are expected to learn. They are used primarily for students who cannot meet the Sunshine State Standards for their grade level and require a modified curriculum. Modifications change the goals and expectations for students.

Modifications may include:

- partial completion of program or course requirements
- curriculum expectations below age or grade level
- alternate assessment criteria
- alternate curricular goals

Florida's Vision for Reading Education

Research strongly indicates that failure to learn to read is the most compelling reason that children are retained, assigned to special education, or given long-term intervention services. The goal of quality reading instruction must be to ensure that all children learn to read well, and that they become successful readers.

Florida Is Committed to Adopting Comprehensive Reading Programs.

Explicit instruction during the early grades (K–3) is essential and must be the foundation of reading programs for young and emergent readers. Both qualitative and quantitative research emphasizes explicit instruction as an essential approach for the vast majority of beginning readers *and* older students who are struggling readers in need of intervention.

Florida also recognizes the importance of a literature-rich environment that exposes children to the aesthetic aspects of learning to read including animated storytelling, self-selection of appropriate books, dramatic play and creative writing activities, all of which serve to enhance, encourage, and instill a passion for lifelong reading and a love of literature and the written word.

To this end, it is requested that publishers submit for consideration challenging, interesting curricula and pedagogy based on the following characteristics:

- **Research-based**—Instructional materials incorporate specific strategies, teaching/instructional activities, procedures, examples, and opportunities for review and application consistent with current and confirmed research. Each publisher should carefully review the research basis for any program or strategy submitted for consideration. In particular, attention should be paid to the research that was conducted initially to develop the program as well as the research conducted *after* publication, such as program evaluations. It is important to determine if research supports the effectiveness of the program or approach with children having similar characteristics to those with whom it will be used. Submitted instructional materials should prioritize and sequence essential skills and strategies in a logical and coherent manner and should demonstrate the relationship between fundamental skills, e.g., phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Comprehensive**—A comprehensive program is one that contains a mix of instruction and practice activities sufficient to build strong word reading skills as well as the ability to construct the meaning of text. Comprehensive programs contain both systematic, explicit

instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, as well as meaningful experiences with good literature and informational text to build comprehension and enjoyment of print.

- **Integrated**—Instructional materials must be authentic to all academic disciplines and support and reinforce Florida’s *Sunshine State Standards* in other subject areas. Research emphasizes the importance of connecting classroom learning to real-life situations which is accomplished effectively when students are able to seamlessly move from one subject area to the next with reading as the most powerful common denominator in all subject areas.
- **Florida’s *Sunshine State Standards***—All submitted reading curricula and instructional methods must reflect and support Florida’s *Sunshine State Standards* addressing and reinforcing, whenever feasible, content area standards in other subject areas.
- **Diagnostic and prescriptive in nature**—Instructional materials must assure *ongoing* progress monitoring and diagnosis of reading difficulties and potential problems with emergent readers and older students who have shown reading deficiencies. It is essential that publishers incorporate assessment tools that are aligned to the instructional materials and include intervention strategies, materials, and activities that provide alternatives for specific skills not mastered by individual students. The *progress monitoring/diagnosis* and *intervention/prescription* elements should be a natural extension to ensure that a student’s transition through the materials is both comfortable and sequential. Instructional materials must reflect engaging, age-appropriate interests and provide systematic instruction to address deficient reading skills.

From **A Policy Framework for the Florida Reading Initiative**

Publishers' Submissions for Florida's 2007 Reading Adoption

Florida will accept for consideration bids for reading programs configured as follows:

K-5 COMPREHENSIVE CORE READING PROGRAM

K-5 COMPREHENSIVE INTERVENTION READING PROGRAM

K-5 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

General Description for Publishers’ Submissions

K-5(6) 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.

To support success in learning, instructional materials should include clear presentation and explanations of the following:

- purposes, goals, and expected outcomes;
- concepts, processes, rules, information, and terms; and,
- models, examples, questions, and feedback

Development of specific reading skills requires explicit instruction in the particular reading skills to be learned, along with the strategies or steps to follow. Explicit instruction for reading skills also involves modeling of successful reading and thinking.

The overall instructional design will include the following:

- A clear ‘road map’ or ‘blueprint’ for teachers to get an overall picture of the program (i.e., a scope and sequence)
- Clearly stated goals and objectives
- Resources 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)
- A coherent instructional design (i.e., the five components of reading clearly linked within as well as across each component)
- Consistently explicit instruction
- Consistently systematic instruction
- A logical organization to the materials so that it’s clear in what order the lesson proceeds
- Consistent ‘teacher friendly’ instructional routines
- Aligned student materials

- Examples of constructive feedback
- Scaffolding with specific instructions
- Differentiated instruction
- Guidelines and materials for flexible grouping
- Enrichment activities for advanced students
- Instruction for English Language Learners (ELL)
- Components of spelling, writing, oral language, and listening comprehension
- Components that foster intrinsic motivation in students (e.g., student selection of books, various genres of book titles, multicultural/international book titles)
- Ample student practice opportunities

Brief, frequent practice activities and games must be provided within the curriculum to procure mastery of each of the processes and skills within the reading acquisition continuum listed above. Activities should include alternatives for students with disparity in abilities and backgrounds, providing teachers with variations to teach all students the required skills and content.

K-5 Comprehensive Core Reading Program - Grade Level Descriptions

Kindergarten

Phonological Awareness Instruction will include the following:

- Instruction that progresses from easier phonological awareness activities to more difficult phonological awareness activities
- Explicitly taught phonological awareness every day, for no more than 30 minutes/day
- Activities that follow the continuum of word types (beginning with short words that contain 2 or 3 phonemes)
- Activities that involve counting the number of words in spoken sentences
- Auditory rhyming activities (recognition and production)
- Auditory alliteration activities
- Activities that involve counting the number of syllables in a word
- Activities that involve blending and segmenting syllables in a word
- Activities that involve blending onsets and rimes
- 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
- Auditory blending activities at the phoneme level
- Auditory segmenting activities at the phoneme level

Phonics Instruction (Kindergarten-2nd Semester) will include the following:

- Explicitly and systematically introduced letter sounds
- Individual letter sounds taught before phonograms
- The most useful letter sounds taught first (e.g., /m/ before /z/)
- The most common letter-sound correspondences introduced first (e.g., c = /k/ vs. c = /s/)
- Explicitly taught strategies to “sound out” words
- Activities for decoding words that contain only those letter sounds students have learned
- Instruction that follows the continuum of word types (beginning w/ Consonant-Vowel and Consonant-Vowel-Consonant words)
- Activities for applying mastered letter sounds to reading word lists and short decodable connected text
- Instruction that progresses from the simple to more complex concepts (e.g., short vowels before long vowels)
- Letters that are visually and auditorily similar are separated (e.g., b/d; f/v)
- Frequent and cumulative reviews of previously taught letter sounds, concepts, and words
- Ample unfamiliar decodable text to provide students practice with phonic elements
- Letter combinations once students know letter sounds (e.g., digraphs, vowel pairs, etc)
- High frequency irregular words and decoding strategies for parts of irregular words that are decodable
- Introduction of a limited number of new irregular words
- High utility irregular words
- High frequency words that are visually or phonemically confusing but strategically separated (e.g., saw/was)
- Explicitly taught symbol to sound (decoding) and sound to symbol association (spelling)
- Spelling patterns once students know individual letter sounds (i.e., phonograms, word families)
- The strategy of chunking when trying to decode multisyllabic words

Vocabulary Instruction will include the following:

- An emphasis on listening and speaking vocabulary
- Directly and indirectly taught vocabulary
- Daily oral language activities
- Activities for developing word knowledge
- Daily teacher reading with an emphasis on new vocabulary words
- Ample opportunity for students to engage in wide reading at their independent level
- Direct teaching of useful words, important words, and difficult words
- Cumulative review of previously introduced words

Comprehension Instruction will include the following:

- Specifically addressed comprehension instruction
- Explicit instruction (modeling, guided practice, multiple examples) in listening comprehension strategies

- Frequent application of strategies taught so students understand their usefulness
- Teacher modeling and guiding students through a story using think alouds
- Questions throughout the story as opposed to waiting until the end of the story
- Modeling and systematic review of literal comprehension
- Modeling and systematic review of retelling
- Modeling and systematic review of main idea
- Modeling and systematic review of summarization
- The use of both narrative and expository text
- Ample opportunities for students to listen to a variety of text structures
- Ample opportunities for students to engage in discussions relating to the meanings of text

First Grade

Phonological Awareness will include the following:

- Instruction that progresses from easier phonological awareness activities to more difficult phonological awareness activities
- Explicitly taught phonological awareness every day, for no more than 30 minutes/day
- Activities that follow the continuum of word types (i.e., Are longer words part of phonological awareness instruction?)
- 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
- Auditory blending activities at the phoneme level
- Auditory segmenting activities at the phoneme level
- Instruction that includes manipulation of phonemes in words (e.g., deletion, substitution)
- Phonemic awareness instruction that is linked with phonics instruction once students demonstrate early phonemic awareness
- Student text that uses words used in phonemic awareness activities
- Fewer and fewer oral language phonemic awareness activities that eventually drop out of the curriculum sometime during first grade

Phonics Instruction will include the following:

- Explicitly introduced letter sounds
- Systematically introduced letter sounds
- Individual letter sounds taught before phonograms
- The most useful letter sounds taught first (e.g., /m/ before /z/)
- The most common letter-sound correspondences introduced first (e.g., c = /k/ vs. c = /s/)
- Explicitly taught strategies to “sound out” words
- Practice for decoding words that contain only those letter sounds that have been learned
- Instruction that follows the continuum of word types (beginning w/ Consonant-Vowel and Consonant-Vowel-Consonant words)
- Activities for applying mastered letter sounds to reading word lists and short decodable connected text

- Instruction that progresses from the simple to more complex concepts (e.g., short vowels before long vowels)
- Letters that are visually and auditorily similar are separated (e.g., b/d; f/v)
- Frequent and cumulative reviews of previously taught letter sounds, concepts, and words
- Ample unfamiliar decodable text to provide students practice with phonic elements
- Letter combinations once students know letter sounds (e.g., digraphs, vowel pairs, etc)
- High frequency irregular words and decoding strategies for parts of irregular words that are decodable
- A limited number of new irregular words that are introduced
- High utility irregular words
- Strategically separated high frequency words that are visually or phonemically confusing (e.g., saw/was)
- Explicitly taught symbol to sound (decoding) and sound to symbol association (spelling)
- Spelling patterns (i.e., phonograms, word families) once students know individual letter sounds
- Strategies for chunking when trying to decode multisyllabic words

Fluency Instruction will include the following:

- Daily fluency practice in sentences or passages (introduced after students are proficient at reading words accurately)
- Emphasis on accuracy, speed, and prosody
- Teacher modeling prosody
- A guide to help teachers determine how to calculate fluency
- Explicit fluency goals in terms of words correct per minute gains
- Accurate description of how to determine independent, instructional, and frustrational reading levels for individual students
- Reading texts at the appropriate independent level or instructional level to help build fluency
- Fluency practice that involves the teacher giving feedback to students
- Explicit strategies for students transitioning from reading words in lists to reading connected text
- Fluency practice that involves decodable text (text that includes phonic elements and word types that students have previously been taught)
- Ample practice materials and opportunities at appropriate reading levels
- Research based fluency strategies (e.g., timed readings, peer reading)
- Ways to monitor fluency progress (e.g., through the use of fluency measures)

Vocabulary Instruction will include the following:

- An emphasis on reading and writing vocabulary
- Directly and indirectly taught vocabulary
- Daily oral language activities
- Activities for developing word knowledge

- Daily teacher readings with an emphasis on new words for vocabulary study
- Student exposure to diverse vocabulary through listening and reading stories and informational text
- Daily opportunities to read text at the students' independent levels by themselves
- Word-learning strategies
- Extended instruction that promotes active engagement with vocabulary
- Repeated exposure to vocabulary in many contexts
- Cumulative review of previously introduced words
- Various aspects of word study, either under vocabulary or word recognition (e.g., Concepts of word meaning, multiple meanings, synonyms, antonyms, and homonyms)

Comprehension Instruction will include the following:

- Specifically addressed comprehension instruction
- Instruction that begins with the use of short passages
- Activation of prior knowledge before reading
- Instruction that emphasizes a conceptual understanding of beginning, middle, and end
- An emphasis on helping students become independent strategic learners
- Explicit instruction (modeling, guided practice, multiple examples) in comprehension strategies
- Frequent application of newly taught strategies so students understand their usefulness
- Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy
- Strategies so that students begin to monitor their own thinking processes
- Before, during and after reading comprehension strategies
- Requiring students to determine which strategy to use and why
- Connections made between previously learned strategies with new text
- Strategies that are applied for authentic purposes using appropriate text
- Prompts for the teachers to guide the students through texts using think alouds
- Instruction that focuses on frequently discussing story elements and comparing stories
- Modeling of effective questioning techniques to guide and monitor students' comprehension
- Instruction that includes students generating questions to improve engagement with and processing of text
- Graphic organizers to illustrate interrelationships among concepts in text
- Semantic maps to illustrate and understand a central concept and its relationship to a variety of related ideas and/or events
- Instruction on how to recognize story structure and how to use some type of story map
- Elements of story grammar (setting, characters, important events, etc) for retelling a story
- Ample opportunities to engage in discussions relating to the meanings of text
- Ample opportunities for students to read a variety of text structures
- Instruction on how to summarize text

- Both narrative and expository text
- Texts that contain familiar concepts and vocabulary
- Texts at the appropriate readability level

Second Grade

Phonics Instruction will include the following:

- Explicitly taught advanced phonics skills (first in isolation, then connected text, finally trade books)
- Separated introductions of letter combinations that are auditorily and visually similar (e.g., ai/au)
- Sufficient practice of individual letter sounds before larger orthographic units are taught (e.g., ing; ed; ill)
- When needed, decodable texts that are read before trade books (for students to master new skills)
- Explicit spelling instruction where students use learned letter sounds to spell words
- Explicit connections between decoding and spelling
- Strategies to read multisyllabic words by using prefixes, suffixes, and known word parts
- High utility irregular words (frequently used in grade-appropriate and informational text)
- A limited number of high frequency words
- Pre-taught sight words prior to reading connected text

Fluency Instruction will include the following:

- Fluency practice that is introduced after students are proficient at reading words accurately (in sentences or passages)
- Daily lessons in fluency
- An emphasis on accuracy, speed, and prosody
- Teacher modeling of prosody
- A guide to help teachers determine how to calculate fluency
- Explicitly set fluency goals in terms of words correct per minute gains
- Accurate descriptions as to how to determine independent, instructional, and frustrational reading levels for individual students
- Reading texts at the independent level or instructional level of students to help build fluency
- Fluency practice that involves the teacher giving feedback to students
- Ample practice materials and opportunities at appropriate reading levels
- Research based fluency strategies (e.g., timed readings, partner reading)
- Ways to monitor fluency progress (e.g., through the use of fluency measures)

Vocabulary Instruction will include the following:

- An emphasis on reading and writing vocabulary
- Directly and indirectly taught vocabulary
- Oral language activities as part of daily instruction
- Activities for developing word knowledge
- Daily teacher readings with an emphasis on new words for vocabulary study
- Student exposure to diverse vocabulary through listening and reading stories and informational text
- Student opportunities to read text at their independent level by themselves daily
- Explicit instruction for specific words (e.g., important words before reading a story)
- Strategies for word-learning
- Extended instruction that promotes active engagement with vocabulary
- Repeated exposure to critical vocabulary in many contexts
- Previously introduced words that are cumulatively reviewed
- Dictionary usage that is explicitly taught using grade appropriate dictionaries
- The use of context to gain the meaning of an unfamiliar word
- Antonyms and synonyms
- The strategy to predict meanings of words through the use of individual words in compound words
- 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)

Comprehension Instruction will include the following:

- Specifically addressed comprehension instruction
- Prior knowledge that is activated before reading
- An emphasis on helping students become independent strategic learners
- Explicit instruction (modeling, guided practice, multiple examples) in comprehension strategies
- Frequent application of newly learned strategies so students understand their usefulness
- Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy
- Strategy instruction that is cumulative over the course of the year
- Elements of story grammar (setting, characters, important events, etc) for retelling a story
- Ample opportunities to engage in discussions relating to the meanings of text
- Ample opportunities for students to read a variety of text structures
- Instruction in how to summarize text
- Both narrative and expository text
- The conventions of informational text (e.g., chapter headings)
- Explicit strategies to interpret information from charts and graphs
- The concept of cause and effect
- Text that contains familiar concepts and vocabulary

Third Grade

Phonics Instruction will include the following:

- Instruction in word parts (affixes, spelling patterns, etc) and then incorporated into words, sentences, and connected text
- High frequency word parts taught first
- The introduction of similar word parts separated (ight/aight)
- An emphasis on reading multisyllabic words fluently
- Instruction on how to decode multisyllabic words using affixes
- Multiple opportunities for students to apply decoding strategies in reading connected text

Fluency Instruction will include the following:

- Fluency practice that is introduced after students are proficient at reading words accurately (in sentences or passages)
- Fluency building that is a part of the daily lesson
- An emphasis on accuracy, speed, and prosody
- Teacher modeling of prosody
- A guide to help teachers determine how to calculate fluency
- Explicitly set fluency goals in terms of words correct per minute gains
- An accurate description of how to determine independent, instructional, and frustrational reading levels for individual students
- Reading text for students at their independent level or instructional level to help build fluency
- Ample practice materials and opportunities at appropriate reading levels
- Fluency practice that involves the teacher giving feedback to students
- Research based fluency strategies (e.g., timed readings, partner reading)
- Ways to monitor fluency progress (e.g., through the use of fluency measures)

Vocabulary Instruction will include the following:

- An emphasis on reading and writing vocabulary
- Directly and indirectly taught vocabulary
- Opportunities for the teacher to read daily with an emphasis on new words for vocabulary study
- Activities for developing word knowledge
- Exposure to diverse vocabulary through listening and reading stories and informational text
- Opportunities for students to read text at their independent level by themselves daily
- Explicit instruction for specific words (e.g., important words before reading a story)
- Instruction in word-learning strategies
- Extended instruction that promotes active engagement with vocabulary
- Repeated exposure to critical vocabulary in many contexts
- Previously introduced words that are cumulatively reviewed

- Instruction in meanings of prefixes and suffixes before connecting them to words
- A strategy to determine word meanings based on meanings of prefixes and suffixes
- Dictionary usage that is explicitly taught using grade appropriate dictionaries
- Instruction in the use of context to gain the meaning of an unfamiliar word
- Antonyms and synonyms
- The strategy to predict meanings of words through the use of individual words in compound words
- 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)

Comprehension Instruction will include the following:

- Specifically addressed comprehension instruction
- An emphasis on helping students become independent strategic learners
- Explicit instruction (modeling, guided practice, multiple examples) in reading comprehension strategies
- Frequent application when a strategy is taught so students understand its usefulness
- Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy
- Strategy instruction that is cumulative over the course of the year
- Connections made between previously learned strategies with new text
- Strategies that are taught such that students begin to monitor their own thinking processes
- Strategies that emphasize before, during and after reading comprehension
- Instruction that requires students to determine which strategy to use and why
- Strategies that are applied for authentic purposes using appropriate text
- Texts at the appropriate readability level
- Prior knowledge that is activated before reading
- Effective questioning techniques to guide and monitor students' comprehension
- Instruction that includes students generating questions to improve engagement with and processing of text
- Instruction on how to use graphic organizers to illustrate interrelationships among concepts in text
- 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
- Elements of story grammar (e.g., setting, characters, important events, etc) used for retelling a story
- Ample opportunities to engage in discussions relating to the meanings of text
- Ample opportunities for students to read a variety of text structures
- Instruction on how to summarize text
- Both narrative and expository text
- Explicit strategies to interpret information from charts and graphs
- Emphasis on the concept of cause and effect
- Texts that contain familiar concepts and vocabulary

- Texts at the appropriate readability level
- The main idea strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc)
- More complex texts in which the main idea is not explicit once students have grasped main idea

Fourth Grade

Word Analysis Instruction will include the following:

- Instruction that progresses from easier word analysis activities to more difficult ones
- Word analysis that is only a small portion of each lesson (10 to 20 minutes)
- An emphasizes on the use of grade appropriate dictionaries and student-friendly explanations
- Explicit instruction in the use and weaknesses of context clues to determine word meaning
- 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
- Word parts that occur with high frequency (such as un, re, and in) over those that occur only in a few words
- The limitations of structural analysis
- Activities for distinguishing and interpreting words with multiple meanings
- Word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases
- Words used in word analysis activities in the student text
- Immediate application of word analysis strategies that have been mastered to reading and interpreting familiar decodable connected text
- Ample unfamiliar decodable text to provide practice with word analysis strategies
- Ample opportunities to read multisyllabic words daily
- A section devoted to word study
- Spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)

Fluency Instruction will include the following:

- Fluency building that is a part of each day's lesson
- Fluency-based instruction that focuses on developing accuracy, rate, and prosody
- 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
- Fluency that is assessed regularly
- Explicitly set fluency goals in terms of words correct per minute gains
- Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional)
- Opportunities to read narrative and expository text aloud

- Research-based fluency strategies (e.g., repeated readings, peer reading, tape-assisted reading, choral reading, student-adult reading)

Vocabulary Instruction will include the following:

- A component that incorporates reading and writing vocabulary
- Systematic and explicit instruction in morphemic analysis to support building word meaning through knowledge of root words, prefixes, and suffixes
- High level terminology to bring richness of language to the classroom
- Ample activities to practice writing vocabulary in context
- Opportunities for wide independent reading
- Repeated exposure to vocabulary in many contexts
- Frequent use of teacher read alouds using engaging books with embedded explanation and instruction
- Diverse vocabulary through listening and reading stories and informational text
- A limited number of words selected for robust, explicit vocabulary instruction
- 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
- 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)
- 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?)
- Ample opportunities to engage in oral vocabulary activities
- Student-friendly explanations as well as dictionary definitions
- Word-learning strategies
- 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
- Ample opportunities to use word-learning strategies
- 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
- Vocabulary that is taught both directly and indirectly
- Rich contexts for vocabulary learning
- Repetition and multiple exposures to vocabulary items
- Vocabulary tasks that are restructured when necessary
- Computer technology that is used to help teach vocabulary

Comprehension Instruction will include the following:

- Comprehension instruction that is specifically addressed
- An emphasis on helping students become independent strategic learners

- Explicit instruction (modeling, guided practice, multiple examples) in reading comprehension strategies
- Frequently applied new strategies so students understand their usefulness
- Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy
- Strategy instruction that is cumulative over the course of the year
- Connections made between previously learned strategies with new text
- Strategies so that students begin to monitor their own thinking processes
- An emphasis on strategies before, during and after reading comprehension
- Instruction that requires students to determine which strategy to use and why
- Strategies that are applied for authentic purposes using appropriate text
- Texts at the appropriate readability level
- Prior knowledge that is activated before reading
- Effective questioning techniques to guide and monitor students' comprehension
- Instruction that includes students generating questions to improve engagement with and processing of text
- Instruction on how to use graphic organizers to illustrate interrelationships among concepts in text
- 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
- Elements of story grammar (setting, characters, important events, etc) for retelling a story
- Ample opportunities to engage in discussions relating to the meanings of text
- Instruction that includes learning to determine which strategy to use and why (**metacognition**)
- Connections made between previously learned strategies with new text
- Strategies that are applied for authentic purposes using appropriate text
- Ample opportunities for students to read a variety of text structures
- Instruction on how to summarize text
- Both narrative and expository text
- Explicit strategies to interpret information from charts and graphs
- Emphasis on the concept of cause and effect
- Texts with familiar concepts and vocabulary
- Texts at the appropriate readability level
- Systematic instruction of the main idea (e.g., using pictures, then individual sentences, then paragraphs, etc)
- More complex texts in which the main idea is not explicit once students have grasped main idea

Fifth Grade

Word Analysis Instruction will include the following:

- Instruction that progresses from easier word analysis activities to more difficult
- Word analysis that is only a small portion of each lesson (10 to 20 minutes)
- Emphasis on the use of grade appropriate dictionaries and student-friendly explanations

- Explicit instruction in the use and weaknesses of context clues to determine word meaning
- 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
- Word parts that occur with high frequency (such as un, re, and in)
- The limitations of structural analysis
- Activities for distinguishing and interpreting words with multiple meanings
- Word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases
- Words used in word analysis activities in the student text
- Immediately applying word analysis strategies that have been mastered to reading and interpreting familiar decodable connected text
- Ample unfamiliar decodable text to provide practice with word analysis strategies
- Ample opportunities to read multisyllabic words daily
- A section devoted to word study
- Spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)

Fluency Instruction will include the following:

- Fluency building that is a part of each day's lesson
- Fluency-based instruction that focuses on developing accuracy, rate, and prosody
- 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
- Fluency that is assessed regularly
- Explicitly set fluency goals in terms of words correct per minute gains
- Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional)
- Opportunities to read narrative and expository text aloud
- Research-based fluency strategies (e.g., repeated readings, peer reading, tape-assisted reading, choral reading, student-adult reading)

Vocabulary Instruction will include the following:

- A component that incorporates reading and writing vocabulary
- Systematic and explicit instruction in morphemic analysis to support building word meaning through knowledge of root words, prefixes, and suffixes
- High level terminology to bring richness of language to the classroom
- Ample activities to practice writing vocabulary in context
- Opportunities for wide independent reading
- Repeated exposure to vocabulary in many contexts
- Frequent use of teacher read alouds using engaging books with embedded explanation and instruction
- Diverse vocabulary through listening and reading stories and informational

- A limited number of words selected for robust, explicit vocabulary instruction
- 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
- 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)
- 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?)
- Ample opportunities to engage in oral vocabulary activities
- Student-friendly explanations as well as dictionary definitions
- Word-learning strategies
- 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
- Ample opportunities to use word-learning strategies
- 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
- Vocabulary that is taught both directly and indirectly
- Rich contexts for vocabulary learning
- Repetition and multiple exposures to vocabulary items
- Vocabulary tasks that are restructured when necessary
- Computer technology used to help teach vocabulary

Comprehension Instruction will include the following:

- Comprehension instruction that is specifically addressed
- An emphasis on helping students become independent strategic learners
- Explicit instruction (modeling, guided practice, multiple examples) in reading comprehension strategies
- Frequent application of new strategies so students understand their usefulness
- Strategy instruction that is dispersed across several lessons so students understand the usefulness of the strategy
- Strategy instruction that is cumulative over the course of the year
- Connections made between previously learned strategies with new text
- Strategies that teach students to begin monitoring their own thinking processes
- An emphasis on before, during and after reading comprehension strategies
- Instruction on how to determine which strategy to use and why
- Strategies that are applied for authentic purposes using appropriate text
- Texts at the appropriate readability level
- Prior knowledge that is activated before reading
- Effective questioning techniques to guide and monitor students' comprehension
- Instruction that includes students generating questions to improve engagement with and processing of text

- Instructions on how to use graphic organizers to illustrate interrelationships among concepts in text
- 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
- Elements of story grammar (setting, characters, important events, etc) for retelling a story
- Ample opportunities to engage in discussions relating to the meanings of text
- Instructions on how to determine which strategy to use and why (**metacognition**)
- Connections made between previously learned strategies with new text
- Strategies that are applied for authentic purposes using appropriate text
- Ample opportunities for students to read a variety of text structures
- Instruction on how to summarize text
- Both narrative and expository text
- Explicit strategies to interpret information from charts and graphs
- Emphasis on the concept of cause and effect
- Texts that contain familiar concepts and vocabulary
- Texts at the appropriate readability level
- The main idea strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc)
- More complex texts in which the main idea is not explicit once students have grasped main idea

Assessment Component

Publishers are required to include assessments that teachers can use to guide student instruction. The assessment should measure progress in the five components of reading instruction so the results can drive teacher instruction according to the needs of their students. The assessment should identify students who are at risk or are experiencing difficulty learning to read.

Professional Development

Publishers will submit a *Professional Development Plan* for use with the submitted reading programs. This plan must not incur additional cost. There must be initial professional development that provides adequate time for teachers to learn new concepts and practice what they learn. Teachers must 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 should also be a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and to follow up with assistance as they put new concepts into practice. After initial professional development, ongoing professional development must be offered to provide support and a deeper level of reading knowledge. The PD should also provide 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.

K-5(6) COMPREHENSIVE INTERVENTION READING PROGRAM

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 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.

Florida will accept Comprehensive Intervention Reading Programs that meet the definition above and are designed for any elementary combination of grade levels K-5(6). For example, a Comprehensive Intervention Reading Program may address K-3, K-5, K-1, or any other combination.

In Florida, a Comprehensive Intervention Reading Program is intended to be the instructional tool used to guide high quality immediate intensive intervention in K-5(6) classrooms.

The overall instructional design will include the following:

- Clearly stated goals and objectives
- 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)
- Explicit and systematic instruction
- A coherent instructional design (e.g., the five components of reading are clearly linked within as well as across each component)
- All five components of reading addressed each day
- Instruction in spelling, writing, oral language, and listening comprehension
- Consistent ‘teacher friendly’ instructional routines, including teacher-led presentations, explanations, demonstrations, and correction procedures
- Frequent interactions between teacher and students
- Lessons that are highly detailed to ensure implementation accuracy
- Student materials that are aligned with instruction
- A logical organization to the materials
- A consistent lesson format for each day
- Ample student practice opportunities
- Activities (e.g., centers) that are reading related
- Activities in the lessons that reflect their corresponding objectives
- Prompts for teachers to provide immediate feedback

- Specific scaffolding instruction that is a prominent part of the lessons
- Differentiated instruction that is prominent, with specific instructions for differentiating
- Guidelines and materials for flexible grouping
- Comprehensive intervention
- Intervention that is a sufficient stand alone program
- Intervention that specifies for whom it is appropriate
- Instruction that provides for English Language Learners (ELL)
- Intervention that can be taught by a reading specialist, special education teacher, or general education teacher

Phonological Awareness Instruction will include the following:

- Instruction that progresses from easier phonological awareness activities to more difficult phonological awareness activities
- Phonological awareness that starts with larger units (words and syllables) and progresses to smaller units (phonemes)
- Phonological awareness that starts with rhyming and progresses to phoneme isolation, blending, segmenting and manipulation
- Phonological awareness that starts with shorter words and progresses to longer words
- Phonological awareness that is taught explicitly every day
- Phonological awareness that is only a small portion of the daily lesson (no more than 30 minutes a day)
- Activities that follow the continuum of word types (beginning with short words that contain 2 or 3 phonemes)
- Teacher modeling of phonological awareness as well as guided practice
- A sound pronunciation guide
- Instructions to alert the teacher of student readiness pertaining to phonological awareness activities
- A description of what constitutes mastery
- Intervention that begins instruction using auditory phonological awareness activities (without use of letters)
- 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)
- Instructions that make it clear that the teacher should not begin including letters with phonological awareness activities until the student has acquired phonological awareness
- Auditory rhyming activities (recognition and production)
- Auditory alliteration activities
- Prompts for students to count the number of words in spoken sentences
- Activities that involve counting the number of syllables in a word (blending first and then segmenting)
- Activities for students to blend onsets and rimes
- Phoneme isolation that is in the following order: initial, final and medial
- Phoneme blending
- Phoneme segmentation

- Phoneme manipulation
- Activities using Elkonin boxes, counters, tiles, fingers, auditory cues
- Phonological awareness instruction that is linked with phonics instruction
- Words that are used in phonological awareness activities are found in later word lists and text readings
- Daily focus lesson focuses on only 1 or 2 phonological awareness skills
- Helps for the teacher to determine when oral language phonological awareness activities should drop out of the curriculum
- Sound pronunciation, distortion of stop sounds, holding out continuous sounds

Phonics Instruction will include the following:

- Letter-sounds introduced explicitly
- Letters that are auditorily and visually similar are separated
- Letter-sounds introduced systematically
- Letter-sound correspondences taught to mastery and reviewed frequently
- Procedures for immediate, constructive feedback
- 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)
- Initially, words that only include letters and sounds the students have already learned
- Ample decodable text to provide students practice in applying their skills with phonic elements (word lists and connected text)
- Symbol to sound association (decoding) and sound to symbol association (spelling) taught explicitly
- Spelling instruction during word learning so students are able to make the connection of how sounds map onto print
- Instruction that differentiates between the two different kinds of irregular words
- Clarification that high frequency words can be both regular and irregular words
- Difficult, irregular and high frequency words reviewed often and cumulatively
- Direct instruction of high frequency irregular words and student encouragement to use decoding strategies for parts of irregular words that are decodable.

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- Letters that are auditorily and visually similar are separated
- Letter-sounds introduced systematically
- Letter-sound correspondences taught to mastery and reviewed frequently
- Procedures for immediate, constructive feedback
- 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)
- Words that only include letters and sounds the students have already learned initially

- Ample decodable text to provide students practice in applying their skills with phonic elements (word lists and connected text)
- The symbol to sound association (decoding) and the sound to symbol association (spelling) taught explicitly
- Spelling instruction during word learning so students are able to make the connection of how sounds map onto print
- Instruction that differentiates between the two different kinds of irregular words
- Clarification that high frequency words can be both regular and irregular words
- Difficult, irregular and high frequency words reviewed often and cumulatively
- Direct instruction of high frequency irregular words and student encouragement to use decoding strategies for parts of irregular words that are decodable.
- 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.
- Irregular words that look highly similar are separated (e.g., where-were; of-off)
- Pre-teaching irregular words prior to reading text
- Beginning passages that contain only irregular words that have been previously taught
- Text in which the irregular words being taught are evident
- Phonic and structural analysis (advanced phonics skills) taught explicitly, first in isolation and then in words and connected text
- Explicit instruction on how to analyze and blend one syllable words and multisyllabic words with larger phonic elements such as prefixes, suffixes, syllables
- An emphasis on reading multisyllabic words fluently
- The introduction of harder affixes and longer multisyllabic words introduced as the students advance (late 2nd and 3rd grade)
- Intervention that provides teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis
- The phases of word learning by Ehri
- Instruction in the strategy of chunking when trying to decode multisyllabic words.

Fluency Instruction will include the following:

- Fluency practice that is introduced after students are proficient at reading words accurately (in word lists, sentences or passages)
- Fluency instruction that is integrated into each day's lesson
- All dimensions of fluency (speed, accuracy, expression)
- Research-based fluency strategies (e.g., repeated readings, peer reading)
- Opportunities for the teacher to model prosody
- Fluency practice that involves the teacher giving feedback to students
- Assessment of reading rates in words correct per minute
- An emphasis on a fluency goal of 41 words correct per minute by the end of first grade
- An emphasis on a fluency goal of 91 words correct per minute by the end of second grade
- An emphasis on a fluency goal of 111 words correct per minute by the end of third grade
- Accurate description of how to determine independent, instructional, and frustrational reading levels for individual students

- Opportunities for students to read text at their independent level or instructional level to help build fluency
- Teaching letter-sounds to mastery and frequent practice to promote automaticity
- Fluency-building passages that include a high percentage of regular words
- Explicit strategies taught as students transition from reading words in lists to reading connected text
- Fluency practice that involves text the students can read with 95% accuracy
- Teaching decoding strategies until they becomes automatic
- Irregular words taught to be recognized by sight
- Asking students to reread a word list after an error correction
- Asking students to reread the word and then reread the sentence after error correction during sentence reading
- Opportunities during passage or story reading for the students are to reread the story
- Opportunities for students to read a story orally so teachers hear whether or not they apply the skills they are learning
- Guided oral reading instruction
- Timed readings as a method to increase speed and motivation.
- Assessment of reading fluency
- Fluency probes for progress monitoring

Vocabulary Instruction will include the following:

- Vocabulary instruction before, during, and after the story
- Listening, reading, and speaking vocabulary
- Useful words, important words, and difficult words taught directly
- Multiple opportunities for students to work with new words in reading sentences, paragraphs, or longer text
- Opportunities for students to use new words in their writing
- Previously introduced words cumulatively reviewed
- Meanings of prefixes and suffixes taught before connecting them to words
- Instruction in strategies to determine word meanings based on prefixes and suffixes
- 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)
- Various word learning strategies directly taught to develop word knowledge (e.g., concept definition mapping, Frayer model, semantic feature analysis, and semantic mapping)
- Instruction in strategies to ensure understanding of the strategy process

Comprehension Instruction will include the following:

- Specifically addressed comprehension instruction
- Comprehension that is monitored
- Both narrative and expository texts (informational texts)
- Texts that contain familiar concepts and vocabulary, with simple sentences at an appropriate readability level

- Main ideas and story grammar elements that are apparent initially in student text and gradually become more complex and inferential
- Comprehension instruction that is explicit (modeling, guided practice, multiple examples)
- A strategy taught over time to ensure understanding of the strategy process
- Frequent application of strategy so students understand its usefulness
- Instruction that allows students to monitor their own thinking processes
- Students taught when, where and why to use a strategy
- During reading strategies (paired reading, main idea-paragraph shrinking, think alouds)
- After reading strategies (story retell, story grammar, summarization)
- Modeling and systematic review of main idea, retell, and summarization
- Effective questioning techniques to guide and monitor students' comprehension (e.g., Bloom's taxonomy)
- Instruction that includes students generating questions to improve engagement with and processing of text
- Students taught to use graphic organizers to illustrate interrelationships among concepts, ideas, and events in text (semantic maps, concept maps)
- Students taught how to locate and interpret graphs, maps, charts, diagrams in informational text
- Narrative and informational text in which students are taught to compare and contrast, locate facts and details, identify titles, chapter headings, etc.

Assessment

Assessments that teachers can use to guide student placement and movement through the program should be included. The assessments should also regularly measure progress in the five components of reading .

Professional Development

Publishers will submit a *Professional Development Plan* for use with the submitted reading programs. This plan must not incur additional cost. 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 should also be 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. After initial professional development, ongoing professional development must be offered to provide support and a deeper level of reading knowledge. The PD should also provide 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.

SUPPLEMENTAL/INTERVENTION READING PROGRAMS K-5(6)

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.

Florida will accept Supplemental/Intervention Reading Programs that meet the definition above and are designed for any elementary combination of grade levels (e.g., K-3, K-5, or K-1), and any combination of reading components, (e.g., fluency only, phonological awareness and phonics, or vocabulary only, etc.).

In order to determine if the Supplemental/Intervention Reading Program aligns with Florida's guidelines refer to the relevant Comprehensive Intervention Reading Program specifications above. All Supplemental/Intervention Reading Programs must align with the overall design as well as the assessment and professional development guidelines.

Assessments

Assessments that teachers can use to guide student placement and movement through the program should be included. The assessments measure progress in the components targeted by the reading program.

Professional Development

Publishers will submit a *Professional Development Plan* for use with the submitted reading programs. This plan must not incur additional cost. There must be initial professional development that provides adequate time for teachers to learn new concepts and practice what they learn. Teachers should 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 should also be 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. After initial professional development, ongoing professional development must be offered to provide support and a deeper level of reading knowledge. The PD should also provide 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.

GRADES 6-8/9-12

Florida will accept for consideration the following:

Developmental Reading Programs for Grades 6-8

Comprehensive Intervention Reading Programs for Grades 6-8 and 9-12

Supplemental Intervention Reading Programs for grades 6-8 and 9-12

DEVELOPMENTAL READING 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 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 continue 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.

Essential Elements of a Sixth-Grade Reading Program:

- Monitors comprehension, makes inferences, and validates modifications
- Increases morphological skills within all content areas
- Builds schemata within all content areas
- Applies concepts and processes within all content areas
- Seeks information to research within the content areas

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.

Essential Elements of a Seventh-Grade Reading Program:

- Monitors comprehension, makes inferences, and validates modifications
- Increases morphological skills within all content areas
- Builds schemata within all content areas
- Applies concepts and processes within all content areas
- Seeks information to research within the content areas

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.

Essential Elements of an Eighth-Grade Reading Program:

- Monitors comprehension, makes inferences, and validates modifications
- Increases morphological skills within all content areas
- Builds schemata within all content areas
- Applies concepts and processes within all content areas
- Seeks information to research within the content areas
- Fluently reads more rigorous text of a variety of genre

COMPREHENSIVE INTERVENTION READING PROGRAMS

GRADES 6-8 or 9-12

A 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.

Provision for frequent assessment must accompany the systematic, explicit instruction. The assessment functions as a systematic, rigorous collection of data used for decision-making on how to improve instruction for the student(s). The assessments need to be specific to content and strategies of instruction during the particular stages of reading acquisition and centered around daily educational tasks.

An abundant supply of engaging, complex informational and literary text must be accompanied by and coordinated with numerous opportunities for the student to strengthen the ability to independently and successfully decode words and comprehend text. Modifications to instruction and supporting activities should be incorporated into the design of the materials. A comprehensive intervention program must have an integrated diagnostic and prescriptive component throughout that enables teachers to effectively assess specific reading difficulties. The program must provide the following:

- A clear ‘road map’ or ‘blueprint’ for teachers to get an overall picture of the program (i.e., scope and sequence)
- Goals and objectives that are clearly stated
- Resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, references, and reliable websites)
- Consistently explicit instruction
- Consistently systematic instruction
- A coherent instructional design (i.e., the components of reading clearly linked within as well as across each component)
- Consistent ‘teacher friendly’ instructional routines which include direct instruction, modeling, guided practice, student practice and application with feedback, and generalization
- Aligned student materials
- Text whose level of difficulty increases as students’ skills are strengthened
- Ample guided student practice opportunities (15 or more), including multiple opportunities for explicit teaching and teacher directed feedback needed for struggling readers
- Reading-related activities (e.g., workstations on word-building, fluency practice)
- Teacher encouragement to give immediate constructive feedback
- Scaffolding as a prominent part of the lessons
- Specific instructions for scaffolding
- Differentiated instruction that is prominent
- Instruction that is individualized based on assessment
- Guidelines and materials for flexible grouping
- Small group instruction with small teacher-pupil ratio as part of daily instruction
- Movement from group to group based on student progress
- Enrichment activities included for advancing/proceeding students

- The dimensions of spelling, writing, oral language, motivation/engagement, critical thinking and listening comprehension
- Procedures and activities for re-teaching skills that have not been mastered
- Instruction for English Language Learners (ELL)

Those programs that address the areas of **word analysis instruction** or **word study** (e.g. phonological analysis, decoding, structural analysis, syllabication, context clues, spelling, and dictionary skills) should provide the following:

- Instruction that progresses from easier word analysis activities to more difficult
- Word analysis that is only a small portion of each lesson (10 to 20 minutes)
- Emphasis on the use of grade appropriate dictionaries and student-friendly explanations
- Explicit instruction in the use and weaknesses of context clues to determine word meaning
- 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
- Word parts that occur with high frequency (such as un, re, and in) introduced over those that occur only in a few words
- Limitations of structural analysis
- Activities for distinguishing and interpreting words with multiple meanings
- Inclusion of word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases
- Words used in word analysis activities found in the student text
- Immediate application of word analysis strategies to reading and interpreting familiar decodable connected text once they have been mastered
- Ample unfamiliar decodable text to provide practice with word analysis strategies
- Ample opportunities to read multisyllabic words daily
- A section of the program devoted to word study
- Spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)

Those programs that address **fluency instruction** should provide the following:

- Fluency building as a part of each day's lesson
- Fluency-based instruction focusing on developing accuracy, rate, and prosody
- Fluency building routines including 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
- Ongoing fluency assessment
- Fluency goals for each set of grade levels (e.g., 4-5 [113-127 wpm], 6-8 [140-142 wpm]) based on Hasbrouk and Tindal's end of the year oral reading fluency scores at the 40%ile.
- Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional)
- Opportunities to read narrative and expository text aloud

- Inclusion of research-based fluency strategies (e.g., repeated readings, peer reading, tape-assisted reading, choral reading, student-adult reading)

Those programs that address **vocabulary instruction** should provide the following:

- A component that incorporates reading and writing vocabulary
- Systematic and explicit instruction in morphemic analysis to support building word meaning through knowledge of root words, prefixes, and suffixes
- Opportunities to bring rich oral and written language to the classroom
- Ample activities to practice speaking and writing vocabulary in context
- Opportunities for wide independent reading with student accountability procedures
- Repeated exposure to vocabulary in many contexts
- Frequent use of teacher read alouds using engaging books with embedded explanation and instruction
- Diverse vocabulary through listening and reading stories and informational text
- A limited number of words selected for robust, explicit vocabulary instruction
- Sources of vocabulary instruction that include words from read aloud stories, words from core language arts programs, and words from content area instruction
- Inclusion of only 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) being taught
- Cumulative review of vocabulary words (e.g., words are selected for instruction that are unknown, critical to passage understanding, and likely to be encountered in the future)
- Ample opportunities to engage in oral vocabulary activities
- Student-friendly explanations as well as dictionary definitions
- Teaching of word-learning strategies
- Explicit teaching of vocabulary that includes: introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding
- Ample opportunities to use word-learning strategies
- Word awareness 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
- Vocabulary taught both directly and indirectly before, during, and after reading
- Rich contexts for vocabulary learning
- Activities that provide for meaningful repetition and multiple exposures to vocabulary
- Vocabulary tasks that are restructured when necessary
- Computer technology used to help teach vocabulary

Those programs that address **comprehension instruction** should provide the following:

- Teaching of comprehension monitoring
- Instruction in the use of multiple strategies
- Cooperative learning groups
- Frequent opportunities to answer and generate questions

- Use of graphic and semantic organizers, including story maps
- Ample opportunities to engage in discussions relating to the meanings of text
- Ample opportunities to read narrative and expository text on independent and instructional levels
- Explicit instruction in different text structures
- Instruction in before, during and after reading comprehension strategies
- Activation of prior knowledge before reading
- Ample opportunities to generate questions during reading to improve engagement with and processing of text
- Ample opportunities to employ a conceptual understanding of beginning, middle, and end in narrative text
- Instruction in learning to determine which strategy to use and why (metacognition)
- Connections between previously learned strategies and new text
- Strategies applied for authentic purposes using appropriate text
- An emphasis on creating independent strategic learners
- Strategy instruction that is cumulative over the course of the year
- Frequent opportunities to discuss and apply story elements and compare stories
- Elements of story grammar (setting, characters, important events, etc.) for retelling a story
- Instruction in summarization strategies
- Opportunities to interpret information from charts, graphs, tables, and diagrams and connect it to text
- Text that contains familiar concepts and vocabulary
- Instruction in main idea strategies (e.g., using pictures, then individual sentence, then paragraphs, etc.)
- Ample opportunities to employ main idea strategies using more complex texts, where main idea is not explicitly provided

Those programs that address **listening comprehension instruction** should provide the following:

- An element of the program that requires students to follow specific oral directions in order to perform or complete written activities
- Ample opportunities to utilize listening comprehension strategies
- Ample opportunities to listen to a variety of text structures
- Ample opportunities to use reflective (describing feelings/emotions that accompany what is said instead of information given) and responsive listening skills (e.g., repeating, paraphrasing, summarizing, questioning for elaboration and/or clarification) to make connections and build on ideas of the author

All programs should address the following areas of **motivation** and **engagement**:

- 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)

- Clear content goals for supporting intrinsic reading motivation
- A component of the program that fosters extrinsic motivation in students (e.g., external recognition, rewards or incentives)
- Ample opportunities for students to engage in group activities (social motivation)
- Personal learning goals are provided for reading tasks
- Students are given immediate feedback on reading progress
- Students have the opportunity to set goals and monitor progress towards those goal

All programs should address the following areas of **assessment**:

- Placement procedures to determine program appropriateness or entry level
- Rigorous assessment
- Formative evaluation
- Reliable and valid assessment instruments
- As appropriate, assessments measure progress in word analysis, fluency, vocabulary, and comprehension
- Assessment aids teachers in making individualized instruction decisions
- Specific teacher guidance is provided in response to assessment results

Professional Development

Publishers will submit a *Professional Development Plan* for use with the submitted reading programs. This plan must not incur additional cost. There must be initial professional development that provides adequate time for teachers to learn new concepts and practice what they learn. Teachers must 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 should also be 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. After initial professional development, ongoing professional development must be offered to provide support and a deeper level of reading knowledge. The PD should also provide support (e.g., principal checklists, follow up in class modeling, a CD for teachers to view model lessons, online updates) to facilitate application of content. The professional development must emphasize the fidelity of implementation.

SUPPLEMENTAL INTERVENTION READING PROGRAM

6-8/9-12

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.

Florida will accept Supplemental Intervention Reading Programs that meet the definition above and are designed for any middle or high school combination of grade levels (e.g., 6-8, 9-12, or 6-12), and any combination of reading components, (e.g., fluency only, phonological awareness and phonics, or vocabulary only, etc.) .

In order to determine if the Supplemental Intervention Reading Program aligns with Florida's guidelines, refer to the relevant 6-8/9-12 Comprehensive Intervention Reading Program specifications. All Supplemental Intervention Reading Programs must align with the overall design and assessment guidelines.

Professional Development

Publishers will submit a *Professional Development Plan* for use with the submitted reading programs. This plan must not incur additional cost. There must be initial professional development that provides adequate time for teachers to learn new concepts and practice what they learn. Teachers must 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 should also be 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. After initial professional development, ongoing professional development must be offered to provide support and a deeper level of reading knowledge. The PD should also provide 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.

Major Priorities for Instructional Materials

Content, Presentation, Learning

The priorities as described in this specification document were developed from research findings about what makes instructional materials effective. These priorities have undergone review by individuals who have served on state and district committees, by curriculum specialists, by instructional designers, by evaluation specialists, and by administrators of the statewide adoption system.

Instructional materials must be effective in three major priority areas: content, presentation, and learning. The following sections describe essential features for each of these priority areas. These features generally apply to all formats of instructional materials, whether print or other media/multiple media formats.

Content

Some features of content coverage have received progressively more attention over the past decade. These features include:

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS
B. LEVEL OF TREATMENT OF CONTENT
C. EXPERTISE FOR CONTENT DEVELOPMENT
D. ACCURACY OF CONTENT
E. RELEVANCE OF CONTENT
F. AUTHENTICITY OF CONTENT
G. MULTICULTURAL REPRESENTATION
H. HUMANITY AND COMPASSION

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content must align with the Sunshine State Standards for the subject area of READING. These curriculum requirements can be accessed at

See Florida Statutes 1006.34(2)(b); 1006.38; 1006.31; 1006.42

Correlations. Publishers are expected to provide correlation reports in the provided form to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required student performance standard within the Curriculum Frameworks for Technology Education. Publishers will want to correlate instructional materials of any subject-area to the reading and math FCAT-assessed benchmarks when appropriate and possible.

Scope. The content should address Florida’s required curriculum standards for the subject, grade level, and learning outcomes, including thinking and learning skills.

Completeness. The content of the major tool should be complete enough to stand on its own. To be useful for classroom instruction, instructional materials must be adaptable to the instructional goals and course outlines for individual school districts, as well as the state standards. Content should have no major omissions in the required content coverage. They may include concepts and topics that enrich and extend technological literacy but should be free of unrelated facts and information that would detract from achievement of Florida’s specified Curriculum Frameworks and Sunshine State Standards.

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

See Florida Statutes 1006.31(4)(e); 1006.34(2)(a); 1006.34(2)(b)

Objectives. Content should be simple, complex, technical, or nontechnical enough for the intended objectives.

Students. Content should be developmentally appropriate for the age and maturity level of the intended students. It should contain sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.

Time. The level of complexity or difficulty of content also should allow for its coverage during the time periods available for teaching the subject.

In the subject area of READING, Level of Treatment must be aligned with research. Research in pedagogy and teaching methodology should be very explicit in terms of successive skill-building.

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students must be reflected in the authors, reviewers, and sources that contributed to the development of the materials. See Florida Statutes 1006.38(15)

Authorship. The authors, consultants, and reviewers must have actually contributed to the development of the instructional materials and should have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching, or classroom instruction. Qualifications may include expertise in educational psychology or instructional design.

Sources. Primary and secondary sources should reflect expert information for the subject, such as relevant data from research journals, and other recognized scientific sources. The type of sources considered appropriate will vary with the particular subject area.

In the subject area of READING, expertise is expected to include authors commonly accepted in the field of reading research, curriculum development, assessment, and staff development.

D. ACCURACY OF CONTENT

Content must be accurate in historical context and contemporary facts and concepts. See Florida Statutes 1006.38; 1006.31(4)(e)

Objectivity. Content that is included in the materials should accurately represent the domain of knowledge and events. It should be factual and objective. It should be free of mistakes, errors, inconsistencies, contradictions within itself, and biases of interpretation. It should be free of the biased selection of information. Materials should distinguish between facts and possible interpretations or opinions expressed about factual information. Visuals or other elements of instruction should contribute to the accuracy of text or narrative.

Representativeness. The selection of content should not misrepresent the domain of knowledge and events. It should include the generally accepted and prevalent theories, major concepts, laws, standards, and models used within the discipline of the subject area.

Correctness. Presentation of content should be free of typographical and visual errors. It should include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos, and all other components of the instructional materials.

For the subject area of READING, publishers must submit materials that cover a variety of subject areas. Regardless of the particular topic, the information presented must be accurate in historical context and contemporary facts and concepts.

E. RELEVANCE OF CONTENT

Content must be up-to-date for the academic discipline and the context in which the content is presented. See Florida Statutes 1006.37(1)(e); 1006.38

Dates or editions. Copyright dates for photographs and other materials and editions should suggest sufficient currentness of content. Copyright dates and editions serve as indicators about currentness. However, neither the copyright date nor the edition guarantees currentness. Subsequent editions should reflect more up-to-date information than earlier editions.

Informed examination of the text, narrative, and visuals contained in the materials provides the most direct information about currentness of the materials.

Context. Text or narrative, visuals, photographs, and other features should reflect the time periods appropriate for the objectives and the intended learners.

- Sometimes context should be current. For example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles, and activities reflect present-day styles.
- Sometimes context should be historical. For example, illustrations and photographs of historical events should reflect the historical time period.
- Sometimes context should be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.
- At all times the context should be relevant to the learner, to the Curriculum Frameworks , and to the concept presented.

F. AUTHENTICITY OF CONTENT

Content should include problem-centered connections to life in a context that is meaningful to students. See Florida Statutes 1006.31(e); 1006.31(4)(b); 1003.42

Life connections. Instructional materials should include connections to the student's life situations in order to make the content meaningful. Students might be expected to deal with time constraints, consider risks and trade-offs in decision-making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services, and leisure or recreation.

Interdisciplinary treatment. Instructional materials also should include interdisciplinary connections in order to make content meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, retrieving information or objects, balancing budgets, creating products, and researching information. In addition to subject area connections, instructional materials should connect the course or course category to other disciplines.

Examples of approaches to interdisciplinary connections include:

- explanations and activities for using skills and knowledge from other academic disciplines
- assignments that require students to relate learning from other disciplines rather than to isolate knowledge or skills
- the focus on common themes across several subject areas (infusion, parallel, transdisciplinary, or multidisciplinary instruction)

In the subject area of READING, publishers must integrate materials to all appropriate content areas and should refer to *Sunshine State Standards* for the content areas.

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy. See Florida Statutes 1003.42; 1006.31(4)(a); 1006.341

Multicultural fairness. Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials should support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion. It is not the number of pages devoted to diversity, equity, or work roles, but the substance of what is stated and portrayed that matters most. For this reason, it can be misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a set of instructional materials.

In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures and heritage.

Multicultural advocacy. The understanding and appreciation of multiple cultures extends beyond fair representation. It involves embracing a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.

Effective treatment of multicultural issues requires consideration of the age and ability levels of students and whether or not it is appropriate to include multicultural issues in the study of a particular topic, such as the memorization of a formula or equation. Overall, however, materials should reflect both multicultural fairness and advocacy.

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals must include compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. See Florida Statutes 1003.42; 1006.31(4)©; 1006.34(2)(b)

Inclusion of compassion. When providing examples in narrative or visuals, materials sometimes depict the care and treatment of people and animals. Generally, this means

showing in some way a measure of compassion, sympathy, or consideration of their needs and feelings.

Exclusion of inhumanity. In the context of personal and family values, Florida expressly prohibits material containing *hard-core pornography*. In addition, although the definition of *inhumane treatment* can sometimes appear to be controversial, as in science research, there is general agreement that instructional materials should not advocate any form of inhumane treatment.

As with the evaluation of multicultural representation, it is important to consider the context of the subject and the age and abilities of the students.

REFERENCES FOR CONTENT FEATURES

*For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator’s Handbook**, or request a list of references from the Department of Education, Bureau of School Improvement.*

Presentation

Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES
B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS
C. ORGANIZATION OF INSTRUCTIONAL MATERIALS
D. READABILITY OF INSTRUCTIONAL MATERIALS
E. PACING OF CONTENT
F. EASE OF USE OF MATERIALS

The following sections describe the presentation features expected for each of these areas.

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. See Florida Statutes 1006.34(2)(a); 1006.34(2)(b)

Materials should contain support for students in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include test items, study guides, outlines and strategies for teaching, media supplements, learning activities, and projects.

The major components generally expected for student and teacher resources are listed below.

Student resources. Student materials typically include the major text or program with text or narration, visuals, assignments, and assessments. Formats may include print, audio, visual, computer, or other media.

Effective instructional materials generally integrate the use of reference aids (e.g., index, glossary, maps, bibliography, graphic organizers, and pictures) with the topic being studied. Items that guide students through materials might include clearly labeled materials, directions and explanations, and assignments with menus of choices.

Review and practice activities might include participation activities such as simulations, role-playing situations, investigations, and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include worksheets, workbooks, journals, lab books, lab logs, charts, or maps. Feedback might be in the form of answer keys in student materials or in teacher materials.

Review works best as a logical extension of content, goals, objectives, and lessons, with increased similarity to real-life situations. Review activities should require students to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review. Assignments and stages of small practice improve speed and accuracy.

Other components might include enrichment and remediation activities, additional resources, and tests and assessment tools either in the student materials or in the teacher's guide or edition.

Teacher resources. Teacher materials typically include a teacher's edition with the annotated student text and copies of supplementary written materials with answer keys, worksheets, tests, diagrams, etc., so that the teacher has to use only one guide. Inservice training, workshops, and consulting services should be made available by publishers to support teachers in implementing instructional materials. Professional development is essential to the success of any program, especially when a program contains non-traditional elements. Publishers should clearly indicate the recommended amount and types of professional development that they will provide, and they should work with districts and schools to ensure that teachers receive the support that they need. The materials for the teacher should support continued teacher learning.

Support, guidelines, resources, or features such as the ones described below should be available to help teachers effectively implement materials in classroom and school settings.

- (1) **Components and materials are easy to use:** Examples include clearance, license, or agreement for copying and use of materials; clear description and accurate directions for use of required equipment, facilities, resources, and environment; clearly labeled grade, lesson, content, and other information to identify components; correct specifications for making instructional media and electronic programs work effectively.
- (2) **Materials support lesson planning, teaching, and learning:** Examples include overview of components and objectives; background for lectures and discussions; technical terminology, and reinforcement and review strategies; scope and sequence chart for activities and planning; sample lesson plans; suggestions for individualized study, small-group and large-group presentations and discussions, school-to-work activities, field or laboratory experiences, safety procedures, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; and suggestions for parental and community involvement.

- (3) **Suggestions are provided for adapting instruction for varying needs:** Examples include alternative approaches to teaching, pacing, and options for varied delivery of instruction such as media, tools, equipment, and emerging technology; strategies for engaging all students, such as open-ended questions to stimulate thinking, journals, hands-on investigations, explorations, and multisensory approaches; suggestions for addressing common student difficulties or adapting to multiple learning styles; and alternative reteaching, enrichment, and remediation strategies.
- (4) **Guidelines and resources are provided on how to implement and evaluate instruction:** Examples include answers to work assignments, practice activities, and tests; sample projects or research results; suggestions for using learning tasks for classroom assessment; guidelines for alternative assessments, such as sample checklists, rubrics, peer or performance assessments, and portfolios.
- (5) **Resources are provided to use in classroom activities:** Examples include technology resources ; lists of resources and references, reading strategies, materials to use for displays or photocopies ,classroom management strategies and documentation on how to manage the entire instructional program; in-service workshops or consultation support from the publisher.

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package must align with each other, as well as with the curriculum. See Florida Statutes 1006.29(4)

All components of an instructional package—teacher’s edition and materials, student’s edition and materials, workbook, supplementary materials, and others—must be integrated and interdependent and must correspond with each other. For example, support materials in the teacher’s edition should align with student activities or assignments. They must match in content and progression of instructional activities.

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences. See Florida Statutes 1006.34(2)(a); 1006.34(2)(b)

Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows students and teachers to discriminate important pieces of information through skimming, reading, or browsing.

Clear organization may be accomplished through a combination of features, but generally not through one feature alone.

Access to content. Some features help in searching and locating information, such as a table of contents; menu or map of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists, or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; introductions, key concepts and themes, visual cues, illustrations, labeled examples, and labeled reviews or summaries.

Visible structure and format. At-a-glance features should signal the organization of content. The following features are desirable:

- chapter or unit titles and/or frames; headings and subheadings;
- typographic cues such as bold, italics or changes in size of type;
- divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons, or color cues;
- diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

Objectives or a content outline may serve a similar purpose by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment.

Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts, and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points, or conceptual schemes such as metaphors. Summaries also can assist students in understanding the logical order of topics presented.

Logical organization. The pattern of organization of the content should be consistent and logical for the type of subject or topic. Patterns of organization may include comparison and contrast, time sequence, cause-effect or problem-solution-effect, concrete to abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice, and conflict-inside view-structure.

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals should engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. See Florida Statutes 1006.31(e); 1006.34(2)(a); 1006.34(2)(b)

Language style. Language style and visual features can influence the readability of materials. Yet, a popular tool for assessing readability has been the use of a *readability formula* of one type or another. These formulas tend to focus only on a few *countable* characteristics of language style such as the length of words, sentences, and/or paragraphs.

Other features are more important in establishing the readability of instructional materials, such as

- organized, coherent text
- language and concepts familiar to the student
- language that clarifies, simplifies, and explains information
- transition words such as “yet,” “also,” “next,” “for example,” “moreover,” or “however”
- other phrases that create logical connections
- words with concrete and specific images
- active rather than passive voice
- varied sentence structures and avoid both choppy sentences and unnecessary words
- specific questions or directions to guide student attention to visuals or key information

Visual features. Visual features that improve readability include

- print that is dark and clear, with good contrast
- paper with clean-cut edges without glare, or computer screens without glare
- margins wide enough on a page or screen to allow easy viewing of the text
- chunking text (Sentence ends on same page as it begins.)
- visuals that are relevant, clear, vivid, and simple enough for students to understand
- quantity of visuals suitable for the intended students—both lower ability students and higher ability students tend to require more visuals
- unjustified text (ragged on the right) rather than justified (lined up on the right)
- visuals that contain information in a form different from the text
- graphs, charts, maps, and other visual representations integrated at their point of use
- colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of the intended students

E. PACING OF CONTENT

The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. See Florida Statutes 1006.31(e); 1006.34(2)(a); 1006.34(2)(b)

It is important that materials contain “bite-size” chunks or blocks of information. The chunks should not be so large, nor the pacing so fast, as to overwhelm students. Neither should the chunks be so small, nor the pacing so slow, as to bore them.

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials must be easy to use and replace and be durable enough for multiple uses over time. See Florida Statutes 1006.29(4); 1006.38(3)(a); 1006.34(2)(a); 1006.34(2)(b); 1006.38(5); 1006.38(6)(7)(8)(9)

Warranty. The actual physical and technical qualities of materials should match the description contained in the publisher's warranty.

Use. Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and students must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, quality of materials, equipment requirements, and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of students. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by students over time. Students should be able to easily use the materials and take home, in a convenient form, most of the material they need to learn for the course.

Technology-rich resources should work properly without the purchase of additional software and run without error. Electronic media for student use should be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media should allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials should match with the resources of the schools. Materials such as videos, software, CD-ROMs, Internet sites, and transparencies may serve instructional purposes well, but have little value unless they can be implemented with the school's equipment. Publishers should include training, inservice, and consultation to help in effective use of the materials.

Durability. Students and teachers should be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials should not fall apart after normal classroom use. The packaging and form of materials should be flexible and durable enough for multiple uses over time. Durability includes considerations such as

- high-quality paper, ink, binding, and cover
- back, joints, body block, and individual pages
- worry-free technology that runs properly, with easy to hear, see, and control audio and visuals, and

- the publisher’s guarantee for replacement conditions and agreements for reproduction needed to effectively use the materials

Cost. *Florida’s Commissioner of Education will consider the impact of cost in making final decisions.* Cost, while not a direct factor in ease of use, influences the ease with which materials can be obtained or replaced. The impact of cost can be complex to estimate. It requires considering the number of materials available at no additional cost with the purchase of the major program or text, the cost over the adoption period of several years, and the number of free materials to support implementation. Attractive features such as higher quality paper and visuals and greater use of color may escalate cost, without enhancing learning effectiveness.

REFERENCES FOR PRESENTATION FEATURES

*For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator’s Handbook**, or request a list of references from the Department of Education, Bureau of School Improvement.*

Learning

The following features have been found to promote learning and apply to most types of learning outcomes.

A. MOTIVATIONAL STRATEGIES
B. TEACHING A FEW “BIG IDEAS”
C. EXPLICIT INSTRUCTION
D. GUIDANCE AND SUPPORT
E. ACTIVE PARTICIPATION
F. TARGETED INSTRUCTIONAL STRATEGIES
G. TARGETED ASSESSMENT STRATEGIES

The following sections describe the learning features expected for each of these priority areas.

A. MOTIVATIONAL STRATEGIES

Instructional materials must include features to maintain learner motivation. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b); 1006.38(4)

Expectations. Materials should positively influence the expectations of students. Examples include:

- positive expectations for success
- novel tasks or other approaches to stimulate intellectual curiosity
- meaningful tasks related to student interests, cultural backgrounds, and developmental levels
- activities with relevance to the student’s life
- thought-provoking challenges such as paradoxes, dilemmas, problems, controversies, and questioning of traditional ways of thinking
- challenges that are neither too difficult to achieve nor so easy that students become bored
- hands-on tasks in a concrete context, and images, sounds, analogies, metaphors, or humorous anecdotes
- variety, including the opportunity for students to ask their own questions, set their own goals, and make other choices during learning

Feedback. Materials should include informative and positive feedback on progress. Examples include:

- frequent checks on progress, including testing
- explanatory feedback with information about correctness of responses, how to avoid or correct common mistakes, and/or different approaches to use
- varied forms of assessments (self-assessment, peer assessment, and some learning tasks without formal assessments)

Appearance. Materials should have an appearance generally considered attractive to the intended students.

B. TEACHING A FEW “BIG IDEAS”

Instructional materials should thoroughly teach a few important ideas, concepts, or themes. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b)

Focus. Thoroughly teaching a few big ideas provides focus for the learner’s attention. It provides an organizing framework for integrating new information.

Completeness. The thorough teaching of a few big ideas may focus on developing a deeper and more complete understanding of the major themes of a discipline, the content of the subject area, relationships to other disciplines, and the thinking and learning skills required for achieving the specified learning outcomes.

C. EXPLICIT INSTRUCTION

Instructional materials must contain clear statements of information and outcomes. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b)

Clarity of directions and explanations. To support success in learning, instructional materials should include clear presentation and explanations of

- purposes, goals, and expected outcomes
- concepts, rules, information, and terms
- models, examples, questions, and feedback

For example, development of specific thinking skills requires an explicit statement of the particular *thinking skills* to be learned, along with the *strategies* or *steps to follow*. Explicit instruction for thinking skills might also involve showing *examples* of successful thinking contrasted with examples of poor thinking processes.

Similarly, the development of learning skills requires explicit directions about *when* and *how* to do activities such as notetaking, outlining, paraphrasing, abstracting and analyzing, summarizing, self-coaching, memory strategies, persistence, preview and questioning, reading and listening, reflecting, and reciting.

Exclusion of ambiguity. Instructional materials should avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations.

For the subject area of READING, explicit instruction is particularly important as outlined in the program descriptions.

D. GUIDANCE AND SUPPORT

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers. See Florida Statutes 1006.31(e); 1006.34(2)(a)

Level. The type of guidance and support that helps students to become more independent learners and thinkers is sometimes referred to as *scaffolding*. Scaffolding is a solid structure of support that can be removed after a job has been completed. As students gain proficiency, support can diminish, and students can encounter more complex, life-centered problems. Information and activities should provide guidance and support at the level that is needed—no more and no less. Too much can squelch student interest, and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features:

- organized routines
- advance organizers or models such as
 - (1) condensed outlines or overviews
 - (2) simplified views of information
 - (3) visual representations of new information during initial instruction
 - (4) sample problems
 - (5) questions to focus on key ideas or important features
 - (6) examples of solved problems
 - (7) explanations of how the problems were solved
 - (8) examples of finished products or sample performances
 - (9) analogies, metaphors, or associations to compare one idea to another
- prompts or hints during initial practice
- step-by-step instructions
- immediate and corrective feedback on the accuracy of performance of each step or task, on how to learn from mistakes, and on how to reach the correct answer
- simulations with features for realistic practice
- opportunities for students to do research, and to organize and communicate results

Adaptability. Guidance and support must be adaptable to developmental differences and various learning styles. For example, young children tend to understand concepts in concrete terms and over-generalize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills.

Approaches for developmental differences and learning styles of students, include

- a variety of *activities* such as
 - (1) structured and unstructured activities
 - (2) independent and group work
 - (3) teacher-directed and discovery learning
 - (4) visual and narrative instruction
 - (5) hands-on activities
 - (6) open-ended activities
 - (7) practice without extrinsic rewards or grades
 - (8) simple, complex, concrete, and abstract examples
 - (9) variable pacing or visual breaks

- a variety of *modalities* for the various learning styles of students, such as
 - (1) linguistic-verbal
 - (2) logical-mathematical
 - (3) musical
 - (4) spatial
 - (5) bodily-kinesthetic
 - (6) interpersonal
 - (7) intrapersonal
 - (8) naturalist

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials must engage the physical and mental activity of students during the learning process. See Florida Statutes 1006.31(e); 1006.34(2)(a)

Assignments. Instructional materials should include organized activities of periodic, frequent, short assignments that are logical extensions of content, goals, and objectives.

Student responses. Assignments should include questions and application activities during learning that give students opportunities to respond. Active participation of students can be accomplished in a variety of ways. For example, information and activities might require students to accomplish the types of activities listed below.

- respond orally or in writing
- create visual representations (charts, graphs, diagrams, and illustrations)
- generate products
- generate their own questions or examples
- think of new situations for applying or extending what they learn
- complete discovery activities
- add details to big ideas or concepts from prior knowledge
- form their own analogies and metaphors

- practice lesson-related tasks, procedures, behaviors, or skills
- choose from a variety of activities

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials should include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b); 1003.42

Alignment. Research has documented the strategies that effectively teach different types of learning outcomes. The learning strategies included in instructional materials should match the findings of research for the targeted learning outcomes. Different types of learning outcomes require different strategies. For example, a strategy for memorizing verbal information might be helpful, but it would not align with the strategies required for learning a concept or for learning how to solve a problem.

Completeness. Not only should strategies be aligned, but they also should be complete enough to effectively teach the targeted outcomes. For example, while the explanation of a problem-solving method or model would be appropriate, other strategies also would be necessary in order for students to learn how to resolve different types of problems.

Research summary. Researchers sometimes use different terms for some similar outcomes. For example, *thinking skills* and *metacognition* refer to some of the same types of skills. The following alphabetical list includes terms as they have appeared in research, even though some terms clearly overlap with each other.

- | | |
|-----------------------------------|--|
| • attitudes | • motor skills |
| • cognitive strategies | • multiple intelligences |
| • comprehension/
understanding | • problem solving |
| • concepts | • procedural knowledge,
principles, and rules |
| • creativity | • scientific inquiry |
| • critical thinking | • thinking skills |
| • insight | • verbal information,
knowledge, or facts |
| • metacognition | |

The following section summarizes the research findings for each of these types of learning outcomes.

Effective Teaching Strategies

- **Teach *Attitudes***
 - Explain and show consequences of choices, actions, or behaviors.
 - Provide relevant human or social models that portray the desired choices, actions, or behaviors
- **Teach *Reading***
 - Provide appropriate reading strategies
 - Link instruction to effective reading
- **Teach *Cognitive Strategies***
 - Monitor and reflect upon the effectiveness of the reading process used.
 - Encourage and/or teach (a) organizing and summarizing information; (b) self-questioning, self-reflection, and self-evaluation; (c) reference skills; and (d) when and how to use these different skills.
- **Teach *Comprehension/Understanding***
 - Outline, explain, or visually show what will be read/learned in a simple form.
 - Explain with concrete examples, metaphors, questions, or visual representations.
 - Require students to relate new readings to previously learned information.
 - Require students to paraphrase or summarize new information as it is read.
 - Require students to construct a visual representation of main ideas (map, table, graphs, Venn diagram, etc.).
 - Give students opportunities to add details, explanations, or examples to basic information.
 - Require application of knowledge or information.
- **Teach *Concepts***
 - Provide clear understanding of each concept.
 - Point out important and features or ideas.
 - Point out examples of the concept, showing similarities and differences.
 - Include practice in organizing and classifying concepts.
 - Include a wide range of examples in a progressive presentation from simple to more complex examples.
 - Emphasize relationships between concepts.
- **Teach *Creativity***
 - Provide examples of creativity.
 - Include models, metaphors, and analogies.
 - Encourage novel approaches to situations and problems.

- Show and provide practice in turning a problem upside down or inside out or changing perceptions.
 - Encourage brainstorming.
 - Include open -ended questions and problems.
 - Provide opportunities of ungraded, unevaluated creative performance and behavior.
- **Teach *Critical Thinking***
 - Create conflict or perplexity by using paradoxes, dilemmas, or other situations to challenge concepts, beliefs, ideas, and attitudes.
 - Focus on how to recognize and generate proof, logic, argument, and criteria for judgments.
 - Include practice in detecting mistakes, false analogies, relevant v. irrelevant issues, contradictions, discrepant events, and predictions.
 - Provide practice in drawing inferences from observations and making predictions from limited information.
 - Explain and provide practice in recognizing factors or biases that may influence choice and interpretations such as culture, experience, preferences, desires, interests, and passions, as well as systematic thinking.
 - Require students to explain how they form new conclusions and how and why present conclusions may differ from previous ones.
- **Teach *Inquiry***
 - Emphasize technological design as inquiry and include discovery activities.
 - Provide opportunities for experimental design.
 - Provide opportunities for critical thinking.
 - Facilitate the collection, display, and interpretation of data.
 - Promote careful observation, analysis, description, and definition.
- **Teach *Metacognition***
 - Explain different types of thinking strategies and when to use them.
 - Encourage self-evaluation and reflection.
 - Include questions to get students to wonder why they are doing what they are doing.
 - Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.
- **Teach *Technology***
 - Provide a mental and physical model of desired performance.
 - Describe steps in the performance.
 - Provide practice with kinesthetic and corrective feedback (coaching).

- **Teach *Multiple Intelligences***
 - Verbal-linguistic dimension focuses on reasoning with language, rhythms, and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme, and song).
 - Logical-mathematical dimension focuses on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).
 - Musical dimension focuses on appreciation and production of musical pitch, melody, and tone.
 - Spatial dimension focuses on activities of perceiving and transforming perceptions.
 - Bodily kinesthetic dimension focuses on use and control of body and objects.
 - Interpersonal dimension focuses on sensing needs, thoughts, and feelings of others.
 - Intrapersonal dimension focuses on recognizing and responding to one's own needs, thoughts, and feelings.
- **Teach *Problem Solving***
 - Assure student readiness by diagnosing and strengthening related concept, rule, and decision-making skills.
 - Provide broad problem-solving methods and models.
 - Include practice in solving different types of problems.
 - Begin with highly structured problems and then gradually move to less structured ones.
 - Use questions to guide thinking about problem components, goals, and issues.
 - Provide guidance in observing and gathering information, asking appropriate questions, and generating solutions.
 - Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.
- **Teach *Procedural Knowledge, Principles, and Rules***
 - Define context, problems, situations, or goals and appropriate procedures.
 - Explain reasons that procedures work for different types of situations.
 - Define procedures—procedures include rules, principles, and/or steps.
 - Provide vocabulary and concepts related to procedures.
 - Demonstrate step-by-step application of procedures.
 - Explain steps as they are applied.
 - Include practice in applying procedures.
- **Teach *Scientific Inquiry***
 - Explain process and methods of scientific inquiry.
 - Explain and provide examples of (a) hypotheses formation, (b) valid procedures, (c) isolating variables, (d) interpretation of data, and (e) reporting findings
 - Encourage independent thinking and avoidance of dead ends or simplistic answers.
 - Require students to explain, verify, challenge, and critique the results of their inquiry.

- **Teach *Thinking Skills***
 - Introduce different types of thinking strategies.
 - Explain context or conditions of applying different strategies.
 - Provide definitions, steps, and lists to use in strategies.
 - Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility, and accuracy.
 - Emphasize persisting when answers are not apparent.
 - Provide practice in applying, transferring, and elaborating on thinking strategies.
 - Integrate metacognitive, critical, and creative-thinking skills.
- **Teach *Verbal Information, Knowledge, or Facts***
 - Provide a meaningful context to link new information and past knowledge.
 - Organize information into coherent groups or themes.
 - Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.
 - Identify main ideas, patterns, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b); 1006.38(4)

Alignment. The assessment strategies should match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter, course, or course category. Different strategies are appropriate for assessing different types of learning outcomes. For example, a strategy for testing the acquisition of verbal information would not match the requirements for testing whether or not a student has learned a concept or learned how to solve a problem.

The term “assessment,” as used in this section, refers to testing or other strategies that assess student progress as a result of learning activities. The results of such assessment provide information about where to strengthen instruction. But it is very important to ask the right questions. If the type of question matches the type of learning outcome, then students and teachers have relevant information about learning progress.

Completeness. In addition to including assessment strategies that align with the performance requirements of the targeted learning outcomes, the strategies should be complete enough to effectively assess the learner’s performance with regard to the targeted outcome. For example, a test item that requires the student to state a rule does not assess whether or not the student knows how to *use* the rule.

For the subject area of READING, it is particularly important to constantly assess the progress of students. Reading skills proceed to increasing levels of complexity over time. Thus, students who miss the prerequisite skills have great difficulty in making progress in later grades. Early and frequent assessment of progress helps teachers in determining what additional activities or teaching methods may be appropriate for individual students.

Research summary. The research summary for effective assessment strategies for different types of learning outcomes follows the same alphabetical sequence as the previous section.

Effective Assessment Strategies

- **Assess *Attitudes*:**
 - Provide various situations.
 - Require choices about behaviors.
- **Assess *Cognitive Strategies*:**
 - Provide learning tasks.
 - Require students to choose good strategies for learning and/or to learn new materials without teacher guidance.
 - Require students to discuss and explain methods used for various learning tasks.
- **Assess *Comprehension/Understanding*:**
 - Provide topic.
 - Require summary or restatement of information.
 - Provide new context.
 - Require application of information.
 - Provide several statements using words different from the initial teaching.
 - Require identification of the correct meaning.
- **Assess *Concepts*:**
 - Provide new examples and non-examples.
 - Require identification or classification into the correct categories.
- **Assess *Creativity*:**
 - Provide new problems to “turn upside down,” study, or resolve—these could be performances, presentations, or products.
 - Require products or solutions to fit within the particular functions and resources.
 - Provide situations requiring novel approaches.
- **Assess *Critical Thinking*:**
 - Require students to evaluate information or results.
 - Require the use of analysis and research.
- **Assess *Insight*:**
 - Provide situations for inquiry and discovery.

- Provide situations for manipulation.
- **Assess *Metacognition*:**
 - Provide different situations or problems.
 - Require students to identify types of thinking strategies to analyze and evaluate their own thinking.
- **Assess *Multiple Intelligences*:**
 - Provide situations in the modality that is targeted, e.g., verbal-linguistic, musical, or other modality.
 - Provide situations in several modalities, to allow choice
 - Require performance in the targeted or chosen modalities.
- **Assess *Motor Skills*:**
 - Provide situations and resources for performance of the skill.
 - Include checklist for evaluation.
- **Assess *Problem Solving*:**
 - Require students to choose types of problem-solving strategies for different situations.
 - Require solutions to structured and unstructured, simple and complex problems.
- **Assess *Procedural Knowledge, Principles, and Rules*:**
 - Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
 - Require students to state procedures, principles, or rules.
 - Require students to choose which procedures, principles, or rules to apply in different situations.
 - Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.
- **Assess *Scientific Inquiry*:**
 - Provide situations or problems that require speculation, inquiry, and hypothesis formation.
 - Provide research, hands-on activities, and conclusions.
- **Assess *Thinking Skills*:**
 - Require students to summarize different types of thinking strategies.
 - Provide situations that require students to choose the best type of thinking strategy to use.
 - Require students to detect instances of open- v. closed-mindedness.
 - Require students to detect instances of responsible v. irresponsible and accurate v. inaccurate applications of thinking strategies.
 - Provide situations that require the student's persistence in order to discover or analyze information to obtain answers to specific questions.

- Require students to apply specific thinking strategies to different real-world situations.
- **Assess *Verbal Information, Knowledge, or Facts*:**
 - Require students to recall information.
 - Require students to restate information
 - Require students to understand information.

REFERENCES FOR LEARNING FEATURES

*For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator’s Handbook**, or request a list of references from the Department of Education, Bureau of School Improvement.*

Criteria for Evaluation

The instructional materials adoption process must be fair to all publishers who take the time and expense to submit their materials. Applying evaluation criteria consistently to each submission assures that the materials will be judged fairly.

Regardless of format or technology, effective materials have certain characteristics in common, and the basic issues, important for the evaluation of instructional materials, apply to all subject areas and all formats. These issues are addressed in Florida's list of priorities and the criteria as detailed in the previous pages of this document. What follows is the evaluation instrument used by adoption committee members. Evaluators will use the criteria-based instrument to engage in systematic reflection of the processes they follow and decisions they make about the quality of materials submitted by publishers.

The extensive research base and review processes used to identify these criteria establish their validity as an integral part of Florida's instructional materials adoption system. Applying these criteria consistently to each submission helps assure that the materials submitted by publishers will be judged fairly.

STATE COMMITTEE EVALUATION FORM

DIRECTIONS: Use this form along with the criteria in the instructional materials specifications to independently review each submission.

As part of your independent review for each of the criteria, rate and comment on how well the submission satisfies the requirements. Possible ratings are as follows: ■ THOROUGHLY, ■ HIGHLY, ■ ADEQUATELY, ■ MINIMALLY, or ■ NOT AT ALL.

At your state committee meeting, you will discuss your review and agree on the summary of RATINGS, COMMENTS, and the OVERALL EVALUATION for each submission. Your committee will then VOTE for or against adoption and will make suggestions for notations to include in the Florida Catalog of Instructional Materials. Your committee's decisions will appear on one Committee Questionnaire.

IDENTIFICATION OF SUBMISSION
Subject Area Committee
Course for Which Recommended
Name of Publisher
Title of Submission

<input checked="" type="checkbox"/> CONTENT
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A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content aligns with the state's standards for the subject, grade level, and learning outcomes.

THOROUGHLY
 HIGHLY
 ADEQUATELY
 MINIMALLY
 NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ CORRELATIONS _____
- ✓ SCOPE _____
- ✓ COMPLETENESS _____

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content is appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

THOROUGHLY
 HIGHLY
 ADEQUATELY
 MINIMALLY
 NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ OBJECTIVES _____
- ✓ STUDENTS _____
- ✓ TIME _____

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students is reflected in the authors, reviewers, and sources that contributed to development of the materials.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ AUTHORSHIP _____

✓ SOURCES _____

D. ACCURACY OF CONTENT

Content is accurate in historical context and contemporary facts and concepts.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ OBJECTIVITY _____

✓ REPRESENTATIVENESS _____

✓ CORRECTNESS _____

E. CURRENTNESS OF CONTENT

Content is up-to-date for the academic discipline and the context in which the content is presented.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ DATES OR EDITIONS _____

✓ CONTEXT _____

✓ INFORMATION _____

F. AUTHENTICITY OF CONTENT

Content includes problem-centered connections to life in a context that is meaningful to students.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ LIFE CONNECTIONS _____

✓ INTERDISCIPLINARY TREATMENT _____

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and social groups includes multicultural fairness and advocacy.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ MULTICULTURAL FAIRNESS _____

✓ MULTICULTURAL ADVOCACY _____

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals includes compassion, sympathy, and consideration of their needs and values and excludes hard-core pornography and inhumane treatment.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ INCLUSION OF COMPASSION _____

✓ EXCLUSION OF INHUMANITY _____

SUMMARY ANALYSIS FOR CONTENT

In general, how well does the submission satisfy *CONTENT* requirements?

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

PRESENTATION

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources are complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ STUDENT RESOURCES _____

✓ TEACHER RESOURCES _____

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package align with each other, as well as with the curriculum.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ ALIGNMENT _____

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ ACCESS TO CONTENT _____

✓ VISIBLE STRUCTURE AND FORMAT _____

✓ LOGICAL ORGANIZATION _____

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals will engage students in reading or listening as well as understanding of the content.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ LANGUAGE STYLE _____

✓ VISUAL FEATURES _____

E. PACING OF CONTENT

The amount or content presented at one time or the pace at which it is presented is of a size or rate that allows students to perceive and understand it.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ PACING _____

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials are easy to use and replace and are durable enough for multiple uses over time.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What **COMMENTS**, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ WARRANTY _____

✓ USE _____

✓ DURABILITY _____

SUMMARY ANALYSIS FOR PRESENTATION

In general, how well does the submission satisfy **PRESENTATION** requirements?

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

LEARNING

A. MOTIVATIONAL STRATEGIES

Instructional materials include features to maintain learner motivation.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What **COMMENTS**, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ EXPECTATIONS _____

✓ FEEDBACK _____

✓ APPEARANCE _____

B. TEACHING A FEW “BIG IDEAS”

Instructional materials thoroughly teach a few important ideas, concepts, or themes.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What **COMMENTS**, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ FOCUS _____

✓ COMPLETENESS _____

C. EXPLICIT INSTRUCTION

Instructional materials contain clear statements of information and outcomes.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ CLARITY OF DIRECTIONS AND EXPLANATIONS _____

✓ EXCLUSIONS OF AMBIGUITY _____

D. GUIDANCE AND SUPPORT

Instructional materials include guidance and support to help students safely and successfully become more independent learners and thinkers.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ LEVEL _____

✓ ADAPTABILITY _____

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials will engage the physical and mental activity of students during the learning process.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ASSIGNMENTS _____

✓ STUDENT RESPONSES _____

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ALIGNMENT _____

✓ COMPLETENESS _____

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials include assessment strategies known to be successful in determining how well students have achieved learning outcomes targeted in the curriculum requirements.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What **COMMENTS**, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

✓ ALIGNMENT _____

✓ COMPLETENESS _____

SUMMARY ANALYSIS FOR LEARNING

In general, how well does the submission satisfy **LEARNING** requirements?

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

OVERALL EVALUATION

1. If given responsibility for teaching the course, would you choose these materials as the major tool for classroom use?

_____ YES _____ NO

2. Does the publisher's description of the submission as recorded in the Publisher's Questionnaire correspond with the actual components submitted? _____ YES _____ NO

3. Do all the components directly support the same purpose and goals? _____ YES _____ NO

4. Is there enough material presented to teach this course for the length of time required? _____ YES

_____ NO

5. What notations do you think should be included in the Catalog?

Committee Member Signature

Date

Publishers will be expected to correlate to the following:

- K-5 Reading and Language Arts Standards**
<http://www.firn.edu/doe/curric/prek12/index.html>
- 3-5 FCAT Assessed Reading Benchmarks**
<http://www.firn.edu/doe/sas/fcat/pdf/fcrs35d1.pdf>
- 6-8 Reading Standards**
<http://www.firn.edu/doe/curric/prek12/index.html>
- 6-8 FCAT Assessed Reading Benchmarks**
<http://www.firn.edu/doe/sas/fcat/pdf/fcrs68d1.pdf>
- 9-12 Reading Standards**
<http://www.firn.edu/doe/curric/prek12/index.html>
- 9-10 FCAT Assessed Reading Benchmarks**
<http://www.firn.edu/doe/sas/fcat/pdf/fcrs90d1.pdf>

When the new standards are available, a link will be available on the Instructional Materials Website, and publishers will be expected to correlate to the new standards.

REQUIREMENTS FOR BRAILLE TEXTBOOK PRODUCTION

INSTRUCTIONS FOR PREPARING COMPUTER DISKETTES AND CDs REQUIRED FOR AUTOMATED BRAILLE TEXTBOOK PRODUCTION

STATUTORY AUTHORIZATION

Chapter 1003.55(5), Florida Statutes, states that, "...any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the Department at least 2 years in advance that is readily translatable to Braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook."

OBJECTIVE

Electronic text (etext) is needed to accelerate the production of textbooks in Braille and other accessible formats through the use of translation software. Some embedded publisher formatting commands help speed the conversion of English text to Braille or other accessible formats. Therefore, the objective of these instructions is to prompt publishers to provide textbook data in a format that will be useful to Braille and other accessible format producers while at the same time allowing each publisher the flexibility of using existing composition or typesetting systems. Publishers may produce etext files in one of three formats, as shown in the specifications below.

By April 1, 1998, publishers of adopted student textbooks for literary subjects must be able to provide the computer diskettes UPON REQUEST. Publishers shall provide nonliterary subjects when technology becomes available for the conversion of nonliterary materials to the appropriate format.

The requested computer diskettes shall be provided to the Florida Instructional Materials Center for the Visually Impaired (FIMC), 5002 North Lois Avenue, Tampa, Florida 33614; (813) 872-5281; in Florida WATS (800) 282-9193 or (813) 872-5284 (FAX). The center will contact each publisher of an adopted textbook and provide delivery instructions.

SPECIFICATIONS

FORMAT (Three Options):

- a. A full implementation of Standard Generalized Markup Language (SGML).
- b. XML-Extensible Markup Language
- c. ASCII – (Last Resort!)

2. OPERATING SYSTEM: Windows

3. DISKETTE SIZE: 3.5, CD, Zip100

4. DISKETTE CAPACITY: Double-sided/high density

5. DISKETTE LABELING:

- a. Sequential Number/ISBN
- b. Book Title
- c. File Name
- d. Name of Publisher
- e. Name of Typesetting Company/Contact Name
- f. Format Option and Version
- g. Copyright Date
- h. Wording such as: “All rights reserved. As described in Chapter 233.0561(5), Florida Statutes, no use may be made of these diskettes other than the creating of a Braille, Large Print, or Recorded version of the materials contained on this diskette for students with visual impairments in the State of Florida.”

6. REQUIRED CONTENTS:

- a. Title Page
- b. List of Consultants and Reviewers (if appropriate)
- c. Table of Contents
- d. All Textbook Chapters
- e. All Appendices
- f. All Glossaries
- g. Indices

7. FILE STRUCTURE: Each chapter of a textbook will be formatted as a separate file.

8. FILE LIST: A separate file listing the structure of the primary files must be provided. This file should be labeled DISKLIST TEXT. In addition, all special instructions (e.g., merging of materials kept in a separate file) should be noted in this file.

9. LOCATION OF SPECIAL DATA: Marginal notes, footnotes, captions, and other special items must be placed consistently within each text file.

10. CORRECTIONS AND CHANGES A conscientious effort should be made to update files to exactly duplicate the adopted printed version of the textbook (including corrections and changes). If this cannot be accomplished in a timely and cost effective manner, the publisher will coordinate with the FIMC Supervisor and provide to the Supervisor one set of marked tearsheets of all corrections and changes not included in the files.