READS

Read as a personal activity	**E**xplore characteristics, history, and awards of creative works	**A**nalyze structure and aesthetic features of creative works	**D**evelop a literary-based product	**S**core reading progress

READS Component	READS Indicator	AASL *Standards for the 21st-Century Learner*	Florida Standards – English Language Arts
Read as a personal activity			
	The student will:		
1.1 Select and read literary and informational resources at an appropriate reading level.	1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.	• 1.1.2 Use prior and background knowledge as context for new learning. • 4.1.1 Read, view, and listen for pleasure and personal growth. • 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. • 4.1.7 Use social networks and information tools to gather and share information. • 4.2.4 Show an appreciation for literature . . . • 4.4.1 Identify own areas of interest. • 4.4.2 Recognize the limits of own personal knowledge.	• Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . . • Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .
	1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.	• 1.1.2 Use prior and background knowledge as context for new learning. • 4.1.1 Read, view, and listen for pleasure and personal growth. • 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. • 4.1.4 Seek information for personal learning in a variety of formats and genres. • 4.1.7 Use social networks and information tools to gather and share information. • 4.2.4 Show an appreciation for literature . . . • 4.4.1 Identify own areas of interest. • 4.4.2 Recognize the limits of own personal knowledge.	• Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . . • Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .
1.2 Select listening and viewing resources for enjoyment and information.	1.2.1 Choose age and ability appropriate resources for listening and viewing activities (*e.g.,*	• 1.1.2 Use prior and background knowledge as context for new learning. • 4.1.1 Read, view, and listen for pleasure and personal growth. • 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	• Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . . • Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .

	audiobooks, podcasts).	• 4.1.7 Use social networks and information tools to gather and share information. • 4.4.1 Identify own areas of interest. • 4.4.2 Recognize the limits of own personal knowledge.	
1.3 Use community resources for recreational and informational needs.	1.3.1 Visit the school or other libraries virtually or in person to access resources.	• 1.1.2 Use prior and background knowledge as context for new learning. • 4.1.1 Read, view, and listen for pleasure and personal growth. • 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. • 4.1.4 Seek information for personal learning in a variety of formats and genres. • 4.2.1 Display curiosity by pursuing interests through multiple resources. • 4.2.4 Show an appreciation for literature . . . • 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. • 4.4.1 Identify own areas of interest. • 4.4.2 Recognize the limits of own personal knowledge.	• Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . . • Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .
	1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (*e.g.,* Smithsonian museums, Museum of Science and Industry).	• 1.2.2 Use prior and background knowledge as context for new learning. • 4.1.1 Read, view, and listen for pleasure and personal growth. • 4.1.2 Respond to literature and creative expressions of ideas in various formats and genres. • 4.1.4 Seek information for personal learning in a variety of formats and genres. • 4.2.1 Display curiosity by pursuing interests through multiple resources. • 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . . • 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. • 4.4.1 Identify own areas of interest. • 4.4.2 Recognize the limits of own personal knowledge.	• Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . . • Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .
Explore characteristics, history, and awards of creative works			
2.1 Identify and critically analyze literary and media genres and themes.	2.1.1 Demonstrate knowledge of the distinguishing characteristics of literary and media genres (*e.g.,* historical fiction, biography, documentary).	• 2.3.2 Consider diverse and global perspectives in drawing conclusions. • 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints. • 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. • 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. • 4.1.4 Seek information for personal learning in a variety of formats and genres.	• Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . . • Reading: Literature – 7 Analyze multiple interpretations of a story, drama, or poem . . . • Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . . • Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . . • Writing – 9 Draw evidence from literary or informational

		• 4.1.5 Connect ideas to own interests and previous knowledge and experience. • 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . . • 4.2.4 Show an appreciation for literature . . .	texts to support analysis . . .
	2.1.2 Analyze universal themes in text, visual, and digital resources (*e.g.,* alienation from society).	• 2.3.2 Consider diverse and global perspectives in drawing conclusions. • 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints. • 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. • 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. • 4.1.5 Connect ideas to own interests and previous knowledge and experience. • 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . . • 4.2.4 Show an appreciation for literature . . .	• Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . . • Reading: Literature – 7 Analyze multiple interpretations of a story, drama, or poem . . . • Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . . • Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . . • Writing – 9 Draw evidence from literary or informational texts to support analysis . . .
2.2 Recognize that social, cultural, political and historical events influence ideas and information.	2.2.1 Analyze and compare a variety of historically and culturally significant works in various formats (*e.g.,* film noir, Greek plays).	• 2.3.2 Consider diverse and global perspectives in drawing conclusions. • 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints. • 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. • 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. • 4.1.5 Connect ideas to own interests and previous knowledge and experience. • 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . . • 4.2.3 Maintain openness to new ideas . . . • 4.4.4 Interpret new information based on cultural and social context.	• Reading: Informational Text – 7 Integrate and evaluate multiple sources of information presented in different media or formats. . . • Reading: Informational Text – 8 Delineate and evaluate the reasoning in texts. . . • Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . . • Reading: Literature – 7 Analyze multiple interpretations of a story, drama, or poem . . . • Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . . • Writing – 9 Draw evidence from literary or informational texts to support analysis . . .
	2.2.2 Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.	• 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. • 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. • 4.1.4 Seek information for personal learning in a variety of formats and genres. • 4.1.5 Connect ideas to own interests and previous knowledge and experience. • 4.2.1 Display curiosity by pursuing interests through multiple resources. • 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . . • 4.2.3 Maintain openness to new ideas . . .	• Reading: Informational Text – 7 Integrate and evaluate multiple sources of information presented in different media or formats. . . • Reading: Informational Text – 8 Delineate and evaluate the reasoning in texts . . . • Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . . • Reading: Literature – 7 Analyze multiple interpretations of a story, drama, or poem . . . • Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . . • Writing – 9 Draw evidence from literary or informational texts to support analysis . . .

		• 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. • 4.4.4 Interpret new information based on cultural and social context.	
	2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (*e.g.,* Pulitzer Prize winners).	• 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. • 4.2.4 Show an appreciation for literature . . .	• Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . . • Writing – 9 Draw evidence from literary or informational texts to support analysis . . .
2.3 Appreciate literary and artistic excellence.	2.3.2 Demonstrate a knowledge of and respect for the concept of intellectual freedom.	• 3.3.1 Solicit and respect diverse perspectives . . . • 3.3.7 Respect the principles of intellectual freedom. • 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. • 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. • 4.2.3 Maintain openness to new ideas . . . • 4.3.1 Participate in the social exchange of ideas, both electronically and in person.	• Reading: Informational Text – 7 Integrate and evaluate multiple sources of information presented in different media or formats. . . • Reading: Informational Text – 8 Delineate and evaluate the reasoning in texts . . . • Reading: Informational Text – 9 Analyze foundational U.S. documents of historical and literary significance (including the Bill of Rights) . . . • Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . . • Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . . • Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . . • Speaking and Listening – 1 Initiate and participate effectively in a range of collaborative discussions . . . • Writing – 9 Draw evidence from literary or informational texts to support analysis . . .
Analyze structure and aesthetic features of creative works			
3.1 Identify and analyze key ideas and details of a work.	3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (*e.g.,* inferring, predicting).	• 1.1.2 Use prior and background knowledge as context for new learning. • 1.1.6 Read, view, and listen for information presented in any format . . . in order to make inferences and gather meaning. • 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. • 4.1.5 Connect ideas to own interests and previous knowledge and experience. • 4.1.6 Organize personal knowledge in a way that can be called upon easily. • 4.4.2 Recognize the limits of own personal knowledge.	• Language – 3 Apply knowledge of language to understand how language functions in different contexts . . . • Language – 6 Acquire and use accurately general academic and domain-specific words and phrases . . . • Reading: Informational Text – 1 Cite strong and thorough textual evidence to support analysis . . . • Reading: Informational Text – 4 Determine the meaning of words and phrases . . . • Reading: Literature – 1 Cite strong and thorough textual evidence to support analysis of text . . . • Reading: Literature – 4 Determine the meaning of words and phrases . . . • Writing – 8 Gather relevant information from multiple

			• authoritative print and digital sources . . .
	3.1.2 Determine purpose or point of view in creative works.	• 1.1.7 Make sense of information gathered from diverse sources by identifying . . . main and supporting ideas . . . • 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations. • 4.3.2 Recognize that resources are created for a variety of purposes.	• Reading: Informational Text – 1 Cite strong and thorough textual evidence to support analysis . . . • Reading: Informational Text – 4 Determine the meaning of words and phrases . . . • Reading: Informational Text – 6 Determine an author's point of view or purpose . . . • Reading: Literature – 1 Cite strong and thorough textual evidence to support analysis of text . . . • Reading: Literature – 4 Determine the meaning of words and phrases . . . • Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . .
	3.1.3 Determine central ideas and supporting details of a work (*e.g.,* paraphrasing, summarizing).	• 1.1.7 Make sense of information gathered from diverse sources by identifying . . . main and supporting ideas . . . • 2.1.2 Organize knowledge so that it is useful. • 4.2.3 Maintain openness to new ideas . . .	• Reading: Informational Text – 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • Reading: Literature – 1 Cite strong and thorough textual evidence to support analysis of text . . . • Reading: Literature – 3 Analyze the impact of the author's choices . . . • Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . . • Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . .
3.2 Understand the literary techniques and complexities of a work.	3.2.1 Identify an author's or illustrator's style (*e.g.,* use of figurative language, medium).	• 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. • 4.2.3 Maintain openness to new ideas . . .	• Language – 4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases: Use context . . . • Language – 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Reading: Informational Text – 6 Determine an author's point of view or purpose . . . • Reading: Literature – 4 Determine the meaning of words and phrases . . . • Reading: Literature – 5 Analyze an author's choices . . . • Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . .
	3.2.2 Compare and contrast literary elements (*e.g.,* characters, setting, or plot) in multiple	• 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	• Language – 4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases: Use context . . . • Language – 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	works.		• Reading: Informational Text – 6 Determine an author's point of view or purpose . . . • Reading: Literature – 3 Analyze the impact of the author's choices . . .

Develop a literary-based product			
	4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	• 2.1.4 Use technology and other information tools to analyze and organize information.	• Speaking and Listening – 5 Make strategic use of digital media in presentations . . .
4.1 Develop an original work or a response to creative works, working in groups or individually.	4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard or viewed (*e.g.,* graphic organizer, group discussion, or brainstorming).	• 1.2.1 Display initiative and engagement by posing questions . . . • 1.2.4 Maintain a critical stance . . . • 2.1.2 Organize knowledge so that it is useful. • 2.1.3 Use strategies to draw conclusions from information and apply knowledge . . . • 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. • 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. • 2.2.3 Employ critical stance in drawing conclusions . . . • 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. • 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. • 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. • 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. • 4.1.8 Use creative and artistic formats to express personal learning. • 4.2.3 Maintain openness to new ideas . . . • 4.3.1 Participate in the social exchange of ideas, both electronically and in person.	• Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . . • Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . . • Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . . • Speaking and Listening – 1d Initiate and participate effectively in a range of collaborative discussions: Respond thoughtfully to diverse perspectives . . . • Speaking and Listening – 2 Integrate multiple sources of information presented in diverse formats and media . . . • Speaking and Listening – 5 Make strategic use of digital media in presentations . . . • Writing – 1b Write arguments to support claims: Introduce precise, knowledgeable claim(s) . . . • Writing – 2a Write informative/explanatory texts: Introduce a topic; organize complex ideas, concepts, and information . . . • Writing – 2b Write informative/explanatory texts: Develop the topic thoroughly . . . • Writing – 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively . . . • Writing – 9 Draw evidence from literary or informational texts to support analysis . . .

| | 4.1.3 Create an original work or a response to creative work, reflecting on progress and editing as needed. | • 1.2.3 Demonstrate creativity by using multiple resources and formats.
• 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
• 1.4.4 Seek appropriate help when it is needed.
• 2.1.2 Organize knowledge so that it is useful.
• 2.1.4 Use technology and other information tools to analyze and organize information.
• 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
• 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
• 2.2.1 Demonstrate flexibility in the use of resources . . .
• 2.2.4 Demonstrate personal productivity by completing products to express learning.
• 2.4.1 Determine how to act on information . . .
• 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
• 2.4.3 Recognize new knowledge and understanding.
• 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
• 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
• 4.1.8 Use creative and artistic formats to express personal learning.
• 4.3.1 Participate in the social exchange of ideas, both electronically and in person. | • Language – 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . . .
• Language – 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing . . .
• Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . .
• Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . .
• Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . .
• Speaking and Listening – 1d Initiate and participate effectively in a range of collaborative discussions: Respond thoughtfully to diverse perspectives . . .
• Speaking and Listening – 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective . . .
• Speaking and Listening – 5 Make strategic use of digital media in presentations . . .
• Writing – 1c Write arguments to support claims: Use words, phrases, and clauses . . .
• Writing – 1d Write arguments to support claims: Establish and maintain a formal style . . .
• Writing – 1e Write arguments to support claims: Provide a concluding statement or section . . .
• Writing – 2a Write informative/explanatory texts: Introduce a topic; organize complex ideas . . .
• Writing – 2b Write informative/explanatory texts: Develop the topic thoroughly . . .
• Writing – 2c Write informative/explanatory texts: Use appropriate and varied transitions and syntax . . .
• Writing – 2d Write informative/explanatory texts: Use precise language, domain-specific vocabulary, and techniques . . .
• Writing – 2f Write informative/explanatory texts: Provide a concluding statement or section . . .
• Writing – 3a Write narratives to develop real or imagined experiences or events: Engage and orient the reader by setting out a problem, situation, or observation . . . |

			• Writing – 3b Write narratives to develop real or imagined experiences or events: Use narrative techniques . . . • Writing – 3c Write narratives to develop real or imagined experiences or events: Use a variety of techniques to sequence events . . . • Writing – 3d Write narratives to develop real or imagined experiences or events: Use precise words and phrases, telling details . . . • Writing – 3e Write narratives to develop real or imagined experiences or events: Provide a conclusion . . . • Writing – 4 Produce clear and coherent writing . . . • Writing – 5 Develop and strengthen writing as needed . . . • Writing – 10 Write routinely over extended time frames and shorter time frames . . .
	4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (*e.g.,* use standard bibliographic format to credit sources).	• 1.3.1 Respect copyright/ intellectual property rights of creators and producers. • 1.3.3 Follow ethical and legal guidelines in gathering and using information. • 2.1.3 Use strategies to draw conclusions from information and apply knowledge . . . • 3.1.6 Use information and technology ethically and responsibly.	• Writing – 8 Gather relevant information from multiple authoritative print and digital sources . . . avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.2 Communicate and evaluate an original work or response to creative works, working in a group or individually.	4.2.1 Use appropriate presentation tools and techniques to share product.	• 2.2.4 Demonstrate personal productivity by completing products to express learning. • 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. • 3.1.3 Use writing and speaking skills to communicate new understandings effectively. • 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. • 3.1.6 Use information and technology ethically and responsibly. • 3.2.1 Demonstrate leadership and confidence . . . • 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. • 4.1.8 Use creative and artistic formats to express personal learning.	• Language – 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . . . • Language – 3 Apply knowledge of language to understand how language functions in different contexts . . . • Speaking and Listening – 6 Adapt speech to a variety of contexts and tasks . . . • Writing – 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products . . .
	4.2.2 Evaluate product and production process.	• 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. • 2.4.2 Reflect on systematic process, and assess for completeness of investigation.	

		• 2.4.4 Develop directions for future investigations. • 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. • 3.4.2 Assess the quality and effectiveness of the learning product. • 3.4.3 Assess own ability to work with others in a group setting . . . • 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.	
Score reading progress			
5.1 Engage in literacy-based motivational programs and activities.	5.1.1 Participate in school library activities and reading celebrations (*e.g.,* Banned Book Week activities).	• 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. • 3.2.1 Demonstrate leadership and confidence . . . • 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. • 3.2.3 Demonstrate teamwork by working productively with others. • 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. • 4.1.1 Read, view, and listen for pleasure and personal growth. • 4.1.7 Use social networks and information tools to gather and share information. • 4.2.1 Display curiosity by pursuing interests through multiple resources. • 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . . • 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. • 4.4.1 Identify own areas of interest.	• Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . . • Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . . • Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . . • Speaking and Listening – 5 Make strategic use of digital media in presentations . . . • Writing – 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products . . .
	5.1.2 Participate in structured independent reading programs (*e.g.,* Florida Teens Read).	• 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. • 4.1.7 Use social networks and information tools to gather and share information. • 4.2.1 Display curiosity by pursuing interests through multiple resources. • 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. • 4.4.1 Identify own areas of interest. • 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.	• Reading: Informational Text– 10 Read and comprehend literary nonfiction in the grade text complexity band . . . • Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . . • Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . . • Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . .

			- Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . . - Speaking and Listening – 5 Make strategic use of digital media in presentations . . .
	5.1.3 Participate in reading motivation programs with management components (*e.g., Accelerated Reader* or *Reading Counts*) (optional).	4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. 4.1.7 Use social networks and information tools to gather and share information. 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. 4.4.1 Identify own areas of interest. 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.	- Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . . - Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . . - Speaking and Listening – 5 Make strategic use of digital media in presentations . . .
5.2 Develop habits for lifelong learning	5.2.1 Maintain lifelong learning literacy skills by relating reading/listening/ viewing/ to real world situations (*e.g.,* career and technical journals, online newscasts).	2.1.3 Use strategies to draw conclusions from information and apply knowledge . . . 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.1.5 Connect learning to community issues. 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. 4.4.1 Identify own areas of interest.	- Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . . - Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . . - Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . . - Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . . - Speaking and Listening – 5 Make strategic use of digital media in presentations . . . - Writing – 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products . . .