

## Proposed ELA Changes

Technical and minor revisions that will not affect implementation

Page	Original Language	Change	New Language	Reason
5	Grimy walls of ignorance. ... Education,	Grimy walls of ignorance.... Education,	Grimy walls of ignorance.... Education,	Use only one space after the period before the ellipsis points (too many spaces)
7	Throughout this year-long process of evaluating, listening, rethinking and ultimately rewriting Florida’s standards	Throughout this year-long process of evaluating, listening, rethinking, and ultimately, rewriting	Throughout this year-long process of evaluating, listening, rethinking, and ultimately, rewriting	Comma is missing
15, 137	ELA.12.R.2.1 Evaluate the structure(s) and features in texts, <b>identifying how the author could make the text(s) more effective.</b>	ELA.12.R.2.1 Evaluate the structure(s) and features in text(s), <b>identifying how the author could make the text(s) more effective.</b>	ELA.12.R.2.1 Evaluate the structure(s) and features in text(s), <b>identifying how the author could make the text(s) more effective.</b>	The first mention of “texts” should match the formatting of the second mention of “text(s)”
13	<b>Analyze</b> how setting, events, conflict, and characterization contribute to the plot in a literary text	R.1.1: in the vertical progression-characterization should be bolded in 5 <sup>th</sup> grade	<b>Analyze</b> how setting, events, conflict, and <b>characterization</b> contribute to the plot in a literary text	Bolding Error
13	Explain the <b>development of</b> stated or implied theme(s) <b>throughout a literary text.</b>	R.1.2 5 <sup>th</sup> grade vertical progression: <b>throughout</b> should remain bolded but a <b>literary text</b> is not new to the benchmark and therefore should not be bolded.	Explain the <b>development of</b> stated or implied theme(s) <b>throughout a</b> literary text.	Bolding Error
17	ELA.3.R.3.2 - Summarize a text to enhance comprehension: <b>a. Include plot and theme for a literary text;</b> b. Use the central idea and relevant	R.3.2: <b>summarize</b> needs to be bolded in the vertical progression grade 3	<b>Summarize</b> a text to enhance comprehension: <b>a. Include plot and theme for a literary text;</b> b. Use the central idea and relevant details for an informational text.	Bolding Error

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	details for an informational text.			
17	<p>ELA.1.R.3.2 -Retell a text in oral or written form to enhance comprehension:</p> <p><b>a. Use main story elements at the beginning, middle, and end for a literarytext;</b></p> <p>Use topic and relevant details for an informational text.</p>	<p>ELA.1.R.3.2 -Retell a text in oral or written form to enhance comprehension:</p> <p><b>b. Use main story elements at the beginning, middle, and end for a literary text;</b></p> <p>Use topic and <b>important</b> details for an informational text.</p>	<p>ELA.1.R.3.2 -</p> <p>Retell a text in oral or written form to enhance comprehension:</p> <p><b>a. Use main story elements at the beginning, middle, and end for a literarytext;</b></p> <p>Use topic and important details for an informational text.</p>	<p>B. needs to read important details in order to match the first grade benchmark language and spacing error between literary text</p>
19	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of <b>techniques</b> such as descriptions and transitional words and phrases.</p>	<p>C.1.2:</p> <p><b>demonstrating an effective use of techniques</b> needs to be bolded on the vertical progression for 4<sup>th</sup> Grade</p>	<p>Write personal or fictional <b>narratives</b> using a logical sequence of events and <b>demonstrating an effective use of techniques</b> such as descriptions and transitional words and phrases</p>	<p>Bolding Error</p>
19, 139	<p>ELA.12.C.1.3 Write <b>arguments</b> to support claims <b>based on an in-depth analysis</b> of topics or texts <b>using valid reasoning</b> and credible evidence from sources, elaboration, and demonstrating a <b>thorough understanding of the subject.</b></p>	<p>ELA.12.C.1.3 Write <b>arguments</b> to support claims <b>based on an in-depth analysis</b> of topics or texts, <b>using valid reasoning</b> and credible evidence from sources, elaboration, and demonstrating a <b>thorough understanding of the subject.</b></p>	<p>ELA.12.C.1.3 Write <b>arguments</b> to support claims <b>based on an in-depth analysis</b> of topics or texts, <b>using valid reasoning</b> and credible evidence from sources, elaboration, and demonstrating a <b>thorough understanding of the subject.</b></p>	<p>Punctuation error (Add a comma after the word “texts” and before “using valid”)</p>
20	<p>ELA.10.C.1.4 Write expository texts to explain and analyze information from</p>	<p>ELA.10.C.1.4 Write expository texts to explain and analyze information from</p>	<p>ELA.10.C.1.4 Write expository texts to explain and analyze information from</p>	<p>Spacing Error</p>

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	multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	
25	Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words	Typo – background knowledge listed twice
28	Clarification 1: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss’ Hop on Pop where Dr. Seuss performs both roles.	Clarification 1: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss’ <b>Hop on Pop</b> where Dr. Seuss performs both roles.	Clarification 1: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss’ <i>Hop on Pop</i> where Dr. Seuss performs both roles.	Book titles require italicization
28	<p>ELA.K.R.2.2: <u>Benchmark Clarifications:</u> Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book <i>Why Should I Recycle?</i> is recycling.</p>	<p>ELA.K.R.2.2: <u>Benchmark Clarifications:</u> Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book, <i>Why Should I Recycle?</i>, is recycling.</p>	<p>ELA.K.R.2.2: <u>Benchmark Clarifications:</u> Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book, <i>Why Should I Recycle?</i>, is recycling.</p>	Punctuation error (Add commas before and after the italicized book title)

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33, 34, 49, 50, 59-61, 68-70, 77-79, 85-87, 93-96, 102-105, 112-115, 121-126, 133-137, 144-146	Title: Sample texts by standard	Sample texts by <b>benchmark</b>	Sample texts by benchmark	Standard should read benchmark to match our coding scheme
36, 38	Clarification 4: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.	Clarification 4: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.	Clarification 4: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.	Spacing Error
41	<i>From Seed to Pumpkin</i> by Wendy Pfeffer and James Graham	<i>From Seed to Pumpkin</i> by Wendy Pfeffer	<i>From Seed to Pumpkin</i> by Wendy Pfeffer	Format – remove illustrator
42, 153	<i>Police Officers</i> Bourgeois, Paulette and Kim LaFave	<i>Police Officers</i> Bourgeois, Paulette	<i>Police Officers</i> Bourgeois, Paulette	Format – remove illustrator
42, 153	<i>My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz</i> Brown, Monica and Rafael Lopez	<i>My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz</i> Brown, Monica	<i>My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz</i> Brown, Monica	Remove illustrator
73	Arrange multimedia elements to create emphasis in an oral or written tasks.	Arrange multimedia elements to create emphasis and/or clarity in oral of written tasks.	Arrange multimedia elements to create emphasis and/or clarity in oral of written tasks.	This needs to be changed to the 5 <sup>th</sup> grade benchmark as indicated in the spirals.
86	a lack information or background knowledge about what that information means	a lack <b>of</b> information or background knowledge about	a lack of information or background knowledge about what that information means	Typo – missing of

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		what that information means		
94, 159	William Pene du Bois	William Pène du Bois	William Pène du Bois	Spelling punctuation
93, 159	<i>The Narrative of the Life of Frederick Douglass</i> by Frederick Douglass	<i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass	<i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass	Remove "The"
101	<i>I Will Always Write Back</i> by Caitlin, Liz Welch Alifirenka, Ganda, Martin	Author should read <b>Caitlin Alifirenka</b>	<i>I Will Always by Write Back</i> Caitlin Alifirenka, Liz Welch, and Martin Ganda.	Author's last name is in the wrong place.
103, 160	Trapped by Marc Aronson	<i>Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert</i> by Marc Aronson	<i>Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert</i> by Marc Aronson	Incomplete book titled, as published in 2011.
105, 115, 126, 137	ELA.9-12.R.2.1 - Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.	ELA.9-12.R.2.1 - Clarification 2: Students will evaluate <b>(grades 11-12 use evaluate, grades 9-10 use analyze)</b> the use of the following features: tables of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.	ELA.9-12.R.2.1 - Clarification 2: Students will evaluate the use of the following features: tables of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.	Typo
105, 115	ELA.9.R.2.1 and ELA.10.R.2.1 Clarification 2: Students will evaluate the use of the following	ELA.9.R.2.1 and ELA.10.R.2.1 Clarification 2: Students will <b>analyze</b> the use of the following	ELA.9.R.2.1 and ELA.10.R.2.1 Clarification 2: Students will <b>analyze</b> the use of the following	The benchmark language says "analyze." The clarification need to match the language of

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	features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.	features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and <b>appendices</b> .	features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and <b>appendices</b> .	the benchmark. The change from “evaluate” to “analyze” is needed.
111	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or rhetorical language	The dot chart does not match the benchmark language. Change rhetorical language to figurative language	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or <b>figurative</b> language	Language from chart does not match benchmark
133, 163, 166, 177	Bronte	Brontë	Brontë	Spelling punctuation
134	The Federalist Papers by Alexander James Madison and John Jay Hamilton	The Federalist Papers by <b>Alexander Hamilton, James Madison, and John Jay</b>	The Federalist Papers by Alexander Hamilton, James Madison, and John Jay	Authors names were mixed up
137	Phyllis Wheatley	<b>Phillis</b> Wheatley	Phillis Wheatley	Spelling error
147	In kindergarten, students learn to listen to one another respectfully.	In kindergarten, students learn to listen to one <b>another respectfully</b> .	In kindergarten, students learn to listen to one another respectfully.	Slight spacing error
149	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can <b>be</b> read with ambiguity.	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can be read with ambiguity.	Typo – add “be” before read
75, 157	Nesbit, E.	Nesbit, Edith	Nesbit, Edith	Spell out first name
162	Frederick Douglass	<b>Douglass, Frederick</b>	Douglass, Frederick	Format – last name first
163	Rene Descartes	René Descartes	René Descartes	Spelling punctuation
166	<ul style="list-style-type: none"> <li>• Johnathan Edwards</li> </ul>	Jonathan Edwards	Jonathan Edwards	Spelling error

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166 – Romantic Period	Jane Austin	Jane Austen	Jane Austen	Author’s last name is spelled wrong.
167	<ul style="list-style-type: none"> <li>Zora Neal Hurston</li> </ul>	Zora Neale Hurston	Zora Neale Hurston	Replace "Neal" with "Neale"
169	Thomas, Jefferson; Founding Fathers	Change author in 4 <sup>th</sup> -5 <sup>th</sup> grade civics book list for Declaration of Independence from Thomas Jefferson Founding Fathers to Elaine Landau	<b>Elaine Landau</b>	Wrong Author for 4 <sup>th</sup> grade
180	Fact: Orcas are a type of whale. Conclusion: Orcas are mammals.	Fact: A <b>beluga</b> is a type of whale. Conclusion: A <b>beluga</b> is a mammal.	Fact: A beluga is a type of whale. Conclusion: A beluga is a mammal.	An orca is technically a dolphin.
183	with the intention of changing the reader’s point of view	with the intention of changing the reader’s <b>perspective</b>	with the intention of changing the reader’s perspective	Typo- this should read perspective
188	Student's pronunciation or inconsistent.	Student’s pronunciation <b>is</b> inconsistent.	Student’s pronunciation is inconsistent.	Sentence Fragment/Typo
197	Appropriately use dangling modifiers.	Remove	Remove	misplaced
206- last paragraph; last sentence	Secondary teachers should use the assessment data to determine which of the Reading Foundations Standards must be addressed and select appropriate interventions.	Secondary teachers should use the assessment data to determine which of the Reading <b>Foundational benchmarks</b> must be addressed and select appropriate interventions.	Secondary teachers should use the assessment data to determine which of the Reading Foundational benchmarks must be addressed and select appropriate interventions.	These are referred to as benchmarks.
217	in literary texts, the type of narration used (as in first-, second, or third-person narration); a way of looking at or thinking about something	In glossary where point of view is defined, second-person is missing a hyphen	in literary texts, the type of narration used (as in first-, <b>second</b> -, or third-person narration); a way of looking at or thinking about something	Missing hyphen