

**2007 Language Arts, Writing, and
Communication Skills
Specifications**

for the

**2008-2009 Florida State Adoption
of Instructional Materials**



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Florida Perspective

Florida's A++ Plan for Education and Highest Quality Instructional Materials

The fundamental premise at the core of the state's education policy is unequivocal: every child can learn and no child should be left behind. The goal of Florida's A++ Plan for Education is to raise student achievement to world-class levels by reaffirming high standards, developing assessments, and ensuring accountability. 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.

Instructional Materials submitted for adoption in the State of Florida are correlated to Florida's Sunshine State Standards to ensure alignment to the state's assessment and accountability measurements. The ultimate goal of Florida's Adoption Process is to provide the highest quality instructional materials to our teachers and students.

Florida's Continuous Improvement Model (FCIM)

Improving student achievement and ensuring that our children receive a quality education are the top priorities of the State of Florida. Our goal is that each student will gain a year's worth of knowledge in a year's time in a Florida public school and that no student will be left behind. It is the intent of The Department of Education to provide the necessary resources to our schools so that these priorities will become a reality. The publishing industry, our partner in education, plays a vital role in this effort. Research-based instructional materials that are correlated to Florida's Sunshine State Standards and to the strategies involved in continuous improvement are requested from the publishing industry.

The following steps of Florida Continuous Improvement Model (FCIM) are being implemented in Florida's schools to maintain a continual view of student progress throughout the year.

- Disaggregate Students' Performance Data
- Develop Instructional Focus Calendar based on highest needs of students
- Deliver focused Benchmark Lessons aligned to the Sunshine State Standards
- Administer Mini-Assessments of Focus Benchmarks
- Provide Tutorials for Non-Mastery Students
- Provide Enrichments for Mastery Students
- Maintain Core of Knowledge
- Monitor Instructional Delivery and Efficacy of Process

Data Disaggregation

Florida's schools disaggregate and their student data by school, subject, classroom and individual student using a variety of available resources. Once the school has analyzed all available data and ranked FCAT-assessed benchmark performance from weakest to strongest, an Instructional Focus Calendar is developed targeting the weakest benchmarks.

Focused Benchmark Lessons

In order for our schools to effectively implement the Instructional Focus Calendar, staff must have available high quality Focus Benchmark Lessons and Activities to target instruction on the identified weak benchmarks. Publishers submitting programs for adoption consideration are encouraged to develop Focus Benchmark Lessons as part of a comprehensive instructional program. Publishers are strongly encouraged to provide Correlation Charts that reflect locations and/or page numbers where specific Focus Benchmark Lessons and Activities can be found.

Mini-Assessments

Mini-Assessments are aligned to the Focus Benchmark Lessons. Mini-Assessments of three to five questions provide immediate feedback on instruction. Ease of administration and use is essential. The Publisher's Correlation Charts should reflect locations and/or page numbers where specific Mini-Assessments can be found.

Tutorials

Publishers are encouraged to develop and include Tutorials for those students who show non-mastery of the Benchmarks based upon the Mini-Assessments. Research in quality instructional design clearly indicates that re-teaching methods must reflect differentiated approaches. If a student has not mastered content using prior delivery or teaching methods, then different strategies must be utilized. Publishers are encouraged to include research-based, effective and creative Tutorials for a variety of different learning styles and modalities. Again, each Publisher's Correlation Chart should reflect precise locations for access to Benchmark-based Tutorials.

Enrichments

Enrichment activities must be included for students who have mastered the benchmarks and require more challenging work. Just as Tutorials reflect an array of instructional strategies, Enrichments must address the needs of different learning styles and actively engage students in the learning process.

Maintenance

Maintenance activities, such as question(s) on a mini-assessment or connective lessons that loop back to previously taught Benchmarks, are critical in assuring that students retain information previously taught. Enrichment activities that include previously taught benchmarks may be a way that publishers can assist students with retaining what they have learned.

Required Correlations

An expectation of continuous improvement is that subject area focused lessons on FCAT-assessed benchmarks in reading and math will be integrated and taught across the curriculum as appropriate. Therefore, publishers will want to correlate instructional materials for all subject-areas to the reading and math FCAT-assessed benchmarks as appropriate.

Professional Development

Teachers must be provided professional development opportunities when student tutorials are not effective. These opportunities are delivered via chat rooms, streaming video of mastered teachers, on-line professional development, or training from publisher consultants.

Priorities for Reading in the Content Area

All instructional material programs submitted for adoption consideration must provide evidence of integration with other areas of instruction by supporting the notion that students in grades K-2 are learning to read, and that students in grades 3-12 are reading to learn. Throughout each of these grade levels, instructional materials should include vocabulary development, cognitive reasoning, and reading acquisition. Additionally, reading is a complex process and highly utilized across all content area assignments. Therefore, all submissions must integrate and carefully scaffold reading and literacy instruction to directly align with the corresponding text within each lesson. Reading and writing instruction and assignments must align with all content area instruction. Writing must also be integrated across the curriculum.

The instructional materials must systematically include both content and processes for reading within each of the three instructional stages related to the text: the pre-reading, during reading, and post-reading stages of a lesson. In the pre-reading lesson, the instructional materials must provide word exercises and practice that directly align with those words that students will see in the subsequent text passages. To adequately prepare students for learning, reading, and comprehending content area vocabulary, the pre-reading exercises must carefully scaffold prior and new knowledge in at least each of the following:

- Structural analysis of content area words
- Morphological approach to vocabulary development
- Explicit and systematic instruction of content area vocabulary
- Content area word mapping
- Meaningful dialogue and writing with new content area vocabulary

Following the pre-reading stage of a lesson, the instructional materials must provide teacher guidance to intersperse questioning techniques and strategies that follow concepts throughout the text passages. Since research indicates that inappropriate or inadequate chunking of text hinders student reading comprehension, the manner in which a teacher interacts with both the student and text during the reading process to construct meaning is extremely important. Therefore, the proposal must include such research-based practices as reciprocal teaching and questioning-the-author to effectively assist the teacher in dialogue that precipitates student construction of meaning.

By the conclusion of a content area lesson, students have been introduced to new word pronunciations and meanings, and they have read these same words in context of the content area

passage to construct meaning. As the teacher interacts with both the student and text in meaningful dialogue, what once was a new word begins to evolve into a concept. In order to further clarify and refine this newly developed knowledge, both the content and processes of the post-reading stage of the lesson must align with that of the previous two stages. Without limitation, the post-reading portion of the lesson must provide additional opportunities for students to use what has been introduced in the pre-reading and during text reading stages of the lesson. Post-reading exercises should include the following as appropriate:

- Graphic organizers such as Venn diagrams
- Semantic feature analysis
- Timeline projects
- Meaningful written responses to reading
- Ideas and available resources for extended reading
- Cooperative projects for further research and investigation
- Technology-based presentations

Development of specific literacy skills requires explicit and systematic instruction in vocabulary and cognitive skills. Since the rate of reading development varies significantly between students at all grade levels, all submissions must accommodate variance in students' independent and instructional reading levels with the inclusion of differentiated instruction as part of the instructional plan. Ample opportunities should be provided for student practice of integrating new with prior knowledge.

Explicit instruction includes successful modeling of the following reading and thinking skills:

- Listening skills (listening for meaning)
- Vocabulary
- Comprehension
- Questioning strategies and techniques for meaningful student-teacher dialogue with text
- Prediction
- Main idea
- Details
- Sequence
- Causal relationships
- Comparison
- Conclusions
- Reasoning strategies including deductive search strategies and use of reference materials
- Strategies for writing in response to reading
- Reading for information and pleasure

Brief, frequent practice activities and games must be provided through careful scaffolding to procure mastery of each of the processes and skills listed above. Activities must include alternatives for students with disparity in abilities and backgrounds, providing teachers with variation to teach all students the required skills and content. Practice opportunities must reinforce and develop the following student abilities:

- Reading of passages
- Building schemata
- Questioning techniques
- Predicting events/effects within text
- Locating evidence/details within a passage
- Clarifying
- Summarizing
- Comparing
- Inductive thinking
- Deductive thinking
- Analysis
- Abstracting
- Drawing conclusions

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>

Although Florida is not having a separate call for Exceptional Student Education (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 students with 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 Language Arts, Writing, and Communication Skills Education

In the global community of the twenty-first century, the study and practice of the language arts processes of listening, speaking, viewing, writing and information and media literacy in the English/language arts classroom are more important than ever. Florida citizens have the ability to communicate face to face and digitally any time for any reason and Florida students must be prepared for such communication expertise.

First, Florida students must have oral language skills to present and receive information effectively. They must be able to express their thoughts and ideas with precision in all areas of speech department. Secondly, students must be able to think critically and reflectively while communicating face to face in formal and informal situations. This ability involves acute listening skills as well as those of speaking. Oral language development involves a variety of classroom speaking and listening activities. Students' critical thinking is honed through instructionally-planned classroom opportunities for reflection and discussion about what is read, written, viewed, and studied. Also, students' cognitive abilities to focus and organize ideas are engendered through their oral language activities. This is especially important in primary and elementary classrooms where speech is a primary format for knowledge acquisition (Lemke, 1989).

Writing is another means of finding, organizing and expressing knowledge (Langer & Applebee, 1987). The National Commission on Writing stated: *Writing is not simply a way for students to demonstrate what they know. It is a way to help them understand what they know* (2003, April). Certainly, these two ideas mirror the vision of writing instruction in Florida. Students take notes to assimilate and organize the ideas expressed in other texts. They write down questions for inquiry. They write in journals to record their thoughts and the events in their lives, and they write poetry and prose to entertain, inform, and persuade.

In Florida's K-12 language arts classrooms, students write in a social, well-organized, learning environment where reading and writing reinforce each other through careful study and practice. Outstanding literary texts are used as models of exemplary writing. Through writer's workshop, students work collaboratively and individually in the recursive writing processes - focusing and planning; drafting; evaluating and revising; editing; and publishing. They create a variety of writing modes for a variety of purposes.

Just as reading and writing are closely aligned, in the writing workshop learning community, students learn that content and form – idea and style – are dual components of writing proficiency. Not only what is written, but how it is written influences the reader. Florida's K-12 students are expected to be thoughtful, judicious writers who reflectively engage in both critical and creative thinking. Likewise, students are expected to craft their words and manipulate language

purposefully. Drafting and redrafting, often over a period of time, Florida students pursue mode, sentence, and style that complement and reinforce their message.

With the explosion of information in this digital age, Florida students also are expected to focus on the study of information and media literacy. This inclusion is a shift highlighting the importance of student preparation in efficiently finding reliable sources, accurate information, and thoughtful ideas for building their own store of knowledge and critical thinking. Florida's students must learn how to learn.

Because of the growth in the use and number of digital communication tools, a new standard highlighting technology use was added to Florida's language arts study. This addition reflects a dual responsibility for Florida's students. They need both to know the production elements unique to various media and to understand how these elements are used to present and package ideas and information.

Through the study and practice of listening, speaking, viewing, writing, and information and media literacy skills, Florida students will develop the competencies needed for entering the workforce, attending higher institutions of learning, and lifelong learning experiences.

WORKS CITED

Langer, J. A., & A. Applebee. (1987). *How writing shapes thinking: Studies of teaching and learning*. (NCTE Research Report 22). Urbana, IL: National Council of Teachers of English.

Lemke, J. L. (1989). "Making Text Talk." *Theory-into-Practice*, 28(2), 136-41.

National Commission on Writing. (2003, April). *The neglected R: The need for a writing revolution*. New York: College Board.

Florida's Call for Publisher Submissions for 2008 Language Arts, Writing, and Communication Skills

*Florida will accept for consideration Language Arts, Writing, and
Communication Skills materials configured as follows:*

*K-5
6-8
9-12
6-12*

General Description for Publishers' Submissions

Latest Research and Pedagogy Regarding Writing/Composition

The following eleven recommendations from the recent report *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School* (Graham and Perin, 2006) should be emphasized in the development of new instructional materials. These include:

Writing Strategies: Teaching students strategies for planning, revising, and editing their compositions

Summarization: Explicitly and systematically teaching students how to summarize texts

Collaborative Writing: Instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions

Specific Product Goals: Specific, reachable goals for the writing they are to complete

Word Processing: Using computers and word processors as instructional supports for writing assignments

Sentence Combining: Teaching students to construct more complex, sophisticated sentences

Prewriting: Engaging students in activities designed to help them generate or organize ideas for their composition

Inquiry Activities: Engaging students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task

Process Writing Approach: Interweaving a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing

Study of Models: Providing students with opportunities to read, analyze, and emulate models of good writing

Writing for Content Learning: Using writing as a tool for learning content material

Instructional materials developers are highly encouraged to address particularly the following research-based concepts of writing instruction emphasized in Florida’s revised standards:

1. The reading and study of exemplary models reinforce writing acquisition
2. Meaningful idea development requires critical and creative thinking
3. The manipulation of language and conventions - a writer’s style - reinforces his or her ideas
4. The study of language conventions and sentence structure is imbedded within the writing practice of students
5. Specific sentence constructions - especially the use of the appositive phrase, participle phrase/clause, infinitive phrase, and absolute - reinforce not only creative language use but also critical idea development (Noden,1999)
6. Students are expected to write in a variety of modes for a variety of purposes, including
 - to explain their thoughts and ideas
 - to persuade others
 - to convey real and imagined experiences, and
 - to write technical and research-based documents

Teaching of Grammatical Concepts, Usage and Conventions

Much new research has taken place regarding the teaching of grammar over the past few years. In Florida, a new multiple choice component has been added to the Florida Comprehensive Assessment Test writing assessment; this new component, however, does not alter the latest writing research, particularly those grounded in linguistic descriptions of English, which recommend that the teaching of grammatical concepts, usage and conventions be imbedded within the actual writing practice of students, not through isolated practice exercises. The following research information from National Council of Teachers of English iterates best practice in the teaching of grammar (2006):

Skilled teachers of writing know how to teach grammar to their students as they write, when they have a particular need to know the information. Students need to be able to compose complex, varied sentences, and they need to be able to proofread their writing for mistakes that might distract their audiences or distort their intended meaning. The evidence is clear that to learn to write well, students need time living in and making decisions among a forest of sentences, manipulating syntactic parts and grouping thoughts, while they also juggle their ideas about content and organization.

Constance Weaver succinctly reiterates this idea, saying that “teaching grammar in isolation does not do much to enrich the quality of students’ writing, nor does it do much to enhance accuracy” (Weaver, 2007). It is through the drafting and revising stages of the writing process that clarity

and elaboration of idea, along with sentence fluency and style need to be taught (particularly through sentence imitation and combining). And it is in the editing stage of the process that conventions are best taught.

Research has shown that editing separately, apart from the writing process - having students correct isolated, error-filled sentences - is ineffective. To be effective, editing skills must be embedded in the real writing attempts of students. As Jeff Anderson cleverly points out, “students and teachers [need] to view grammar and mechanics as a creational facility rather than a correctional one (Anderson, 2005).

Presentation and Learning

The following best practices in the presentation and learning of writing strategies adapted from Charles Whitaker (2004) need consideration in a publishers’ product development:

1. Establish a positive atmosphere for writing, reading, and learning by:
 - Creating an inviting classroom with flexible seating, accessible resources, and attractive surroundings
 - Modeling respect
 - Sharing the teacher’s own writing with students
 - Establishing routines and expectations
2. Organize for writing by:
 - Setting up a writing workshop routine which convenes every day of the week
 - Using writer’s notebooks/portfolios
 - Teaching writer’s craft techniques based on an understanding of the writing process and student developmental writing needs
3. Provide meaningful student writing activities by:
 - Promoting student choice and ownership for both fiction and nonfiction writing
 - Providing opportunities for authentic writing, allowing for the recursive nature of writing practice over a period of days and/or weeks
4. Ensure that students read, respond to, and use a variety of materials written for a variety of purposes and audiences by:
 - Giving reading an integral role in the writing classroom
 - Providing diverse reading materials which model the interdependence of craft and idea
5. Write regularly across the curriculum and grade levels by:
 - Collaborating on assignments among content area teachers
 - Sharing writing rubrics across grade levels and subject areas

6. Arrange for students to have constructive response to their writing and to offer response to other writers by:
 - Making teacher and peer response an integral part of writing instruction
 - Providing class time for revision after response to the original draft
 - Providing selective responses that do not overwhelm the students
 - Responding intermittently throughout the writing process, not only after the final draft
 - Using many techniques for response, including student-teacher conferences, peer reviews, response forms, class critiques, and self assessments
7. Provide opportunities for students to collaborate as writers, thinkers, and learners by:
 - Using collaboration techniques such as furniture placement, modeling collaboration, providing checklists and forms, and organizing writing pairs or small groups
 - Providing guidelines and demonstrations of appropriate student interactions and creating specific tasks for students to accomplish during their collaborations
8. Conduct effective mini-lessons on writing by:
 - Choosing writer's craft lessons that relate to students' needs as well as curriculum and/or assessment needs
 - Structuring mini-lessons so students can observe, discuss, and simulate the targeted writing craft lessons or skills
 - Providing specific responses to these simulated practices

All of the above suggestions and research studies reinforce Christenbury's (2000) new model of teaching writing where:

- the topic is determined by teacher and/or student;
- the prewriting is extensive, not limited;
- time for writing is extensive, not limited;
- help/collaboration is extensive and provided both by teacher and peers;
- revision is extensive, not limited;
- the audience is not just the teacher but many others; and
- the structure of the piece is provided by the student and the nature of the topic, not just by the teacher.

Florida is calling for a radically new Language Arts Writing and Communication Skills instructional tool which embodies all of the above descriptions.

Innovative Technology Use in the Teaching of Writing, Oral Language Skills, and Information and Media Literacy

Lastly, the best use of instructional technology needs to be included in the teacher and student resources for the teaching and practice of writing and the teaching and practice of oral language skills and information and media literacy skills. This includes such innovations as

- online examples and/or CD-ROM components of exemplary writing (including grammatical constructions and sentence structure imitation) and speech models,
- overhead transparencies, as well as
- PowerPoint presentations, smart board support, pod casts and other appropriate electronic devices.

Resources

Allen, Janet & Kyle Gonzalez. (1998). *There's room for me here: Literacy workshop in the middle school*. Portland, ME: Stenhouse Publishers.

Anderson, Jeff. (2005). *Mechanically inclined: Building grammar, usage, and style into writer's workshop*. Portland, ME: Stenhouse Publishers.

Beyond Grammar Drills: *How language works in learning to write* –from *The Council Chronicle Online*. October 25, 2006, NCTE.

Christenbury, Leila. (2000). *Making the journey: Being and becoming a teacher of English language art*. Portsmouth, NH: Heinemann

Fountas, Irene & G. S. Pinnell. (2001) *Guiding readers and writers: Grades 3-6*. Portsmouth, NH: Heinemann.

Graham, Steve and D. Perin. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools –A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Langer, Judith. (2002). *Effective literacy instruction: Building successful reading and writing programs*. Urbana, IL: National Council of Teachers of English

McCarrier, Andrea, Gay Su Pinnell & Irene C. Fountas. (2000). *Interactive writing: How language and literacy come together, K-2*. Portsmouth, NH: Heinemann.

Noden, Harry R. (1999). *Image grammar: Using grammatical structures to teach writing*. Portsmouth, NH: Boynton/Cook Publishers.

Weaver, Constance. (2007). *The grammar plan book: A guide to smart teaching*. Portsmouth, NH: Heinemann.

Whitiker, Charles. (2004). *Best practices in teaching writing: An outline*. -from Annenberg CPB Channel Write in the Middle video series. New York: Kentucky Educational Television.

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

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

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content must align with the state’s standards for Language Arts K-5, 6-8, 6-12, or 9-12. 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 the Sunshine State Standards and benchmarks outlined in the course descriptions.. 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 learning, but should be free of unrelated facts and information that would detract from achievement of Florida’s specified Course Descriptions 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.

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.

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.

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)

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, Office of Instructional Materials.*

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.

In the adoption of LANGUAGE ARTS WRITING AND COMMUNICATION SKILLS materials, TEACHER RESOURCES should include the following emphases:

Extensive descriptions in a grammar handbook for teachers to describe and clarify

- **grammatical components of a sentence,**
- **grammatical structures such as adjectival and adverbial phrases/clauses for adding “showing details,”**
- **various ways such as parallelism and repetition to produce sentence rhythms and variety to reinforce meaning,**
- **coordinate and subordinate sentence constructions for organization and meaning enhancement,**
- **author’s craft techniques such as voice, point of view, leads, and language choice for style,**
- **major age-appropriate conventions for standard English.**

Age-appropriate sample read-aloud materials are expected throughout the teacher’s text (and in electronic format) for teacher

- **modeling of writer’s craft techniques,**
- **modeling of various speaker’s rhetorical techniques, and**
- **student listening opportunities.**

In the adoption of LANGUAGE ARTS, WRITING, AND COMMUNICATION SKILLS materials, TEACHER RESOURCES AND STUDENT RESOURCES should include the following emphases:

The following writing process practices and activities:

Reading-writing connection - tying together books being read aloud and/or studied in class to writing lessons and research reports/projects

Meaningful print-rich environment - using labels, posters, captions where they catch student's attention and serve a purpose for writing; literacy centers at K-5 such as post office, supermarket, bookstore, office, kitchen; real-world assignments and articles of interest posted for middle/high students

Teacher modeling - regularly demonstrating (modeling aloud) the drafting of narratives, leads, poetry, punctuation conventions, along with writing in response to reading assignments

Real purposes and audiences - providing K-12 students time to write each day about topics they have knowledge of and care about, using rubrics which describe levels of achievement

Writer's craft - specifically teaching the techniques of writing such as the importance of audience, the use of dialogue, connotative and sensory language, parallel sentence structures

Writing in various modes/genres - producing picture books, recipes, brochures, essays, social studies reports, movie reviews, web site reviews, letters to the editor, book reviews, memoirs

Emphasis on revision - revising pieces thoughtfully over time—not a new piece of writing each day (much writing will not leave draft form)

Sentence structure and conventions - practicing in context, using mini-lessons, not isolated skills sheets

Conference/assessment notes - keeping a log or portfolio on each student's writing progress

Spelling and vocabulary - connecting both to writing, reading and language use

Up-to-date information regarding information and media literacy is essential for both the student and teacher editions of new texts. In particular, these should emphasize the major concepts of the new strand in the revised Reading and Language Arts Standards which include

- the importance of research skills,
- the need for students to learn how to learn, and
- the judicious use and production of print and nonprint sources.

In the adoption of LANGUAGE ARTS, WRITING, AND COMMUNICATION SKILLS materials, the STUDENT TEXT should no longer include isolated grammar exercises. Writer's craft techniques should include major developmentally-appropriate sentence and grammatical structures to reinforce and reflect the critical and creative thinking needed for a variety of writing applications.

Of particular importance is a discussion of what these craft techniques accomplish such as painting a vivid image to expand sensory detail in fiction or to add clarity in nonfiction (Noden, 1999). These techniques should be discussed and illustrated with exemplary professional samples that may be modeled by students in their own writing practice and final pieces. The bonding of style

and idea must form the basis of the new Florida text. It is through the study and practice of mode, sentence, grammatical structures, usage, and style that a writer’s message is conveyed.

Also, developmentally- appropriate descriptions of usage are an important component of the text.

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, all ancillary 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, Office of Instructional Materials.*

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.

For the LANGUAGE ARTS, WRITING, AND COMMUNICATION SKILLS adoption, fewer grammar rules should be covered through isolated sentence activities and more emphasis placed on these during the stages of the writing process, including grammatical concepts which add to idea specificity, style, writer’s craft development and sentence fluency.

While a student handbook for individual research and review is helpful, extensive isolated worksheet type activities will not be acceptable. Big ideas of conventions and grammar study should be emphasized. Discerning choice of coverage is recommended – such that is described as “an inch wide and a mile deep.” Grade specific, developmentally-appropriate examples may be found in the new writing standards. It is expected that fewer and different grammar rules sometimes will be introduced at particular grade levels.

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.

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

INSTRUCTION in the area of Language Arts, Writing, and Communication Skills should be through direct writing instruction scaffolded within the instructional components of writing aloud; shared writing; guided writing; and independent writing (Allen, 1998; Routman, 2000; Fountas & Pinnell, 2001). These four components are described below.

Writing Aloud

- **Teacher demonstrates – writing on chart paper, overhead/LCD, smart board**
- **Teacher models aloud what she/he is doing, thinking, and rethinking while writing, rereading and revising draft**
- **Teacher talks aloud about topics such as appropriate writing mode - narrative, expository, persuasive (story, menu, letter, poem, etc.); spacing needs (K-2) organizational patterns and transition words; writer’s craft lessons such as persuasive details of statistics and expert opinion; effective repetition**
- **Teacher points out skills such as spelling conventions, punctuation needs, vocabulary choices, sentence structures, revision techniques**

Shared Writing

- **Teacher and class compose aloud, collaboratively**
- **Both negotiate topics, purposes, and word choice with each other**
- **Teacher acts as scribe and encourages all students to participate**
- **Teacher provides explicit questioning and directions, encouraging high-level thinking on focus, support, organization, language use/ conventions, writer's craft**

Guided Writing

- **Core of the program – whole class, small group, or individualized**
- **Student writes and teacher guides**
- **Explicit teaching in form of mini-lessons for reinforcement of skills depicted in shared writing or for introduction of new writer's craft lessons**
- **Rubric development and review conferences take place along with peer response and sharing**
- **Writing may be responses to literature; responses to world or school events; relating of information/ reports; description of classroom experiences; personal reflections; writing to learn in content areas**
- **Writing activities are embedded in ongoing content or literature study on a daily basis**

Independent Writing

- **Students work alone, using their current knowledge of writing process, often choosing own topics**
- **Occurs daily in writer's workshop format**
- **Teacher and student monitor through daily log journals, conferences, teacher feedback**

Also, explicit discussion of why certain writer's craft techniques may be used is expected, along with several professional examples for modeling by students.

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

- ***Attitudes***
 - Explain and show consequences of choices, actions, or behaviors.
 - Provide relevant human or social models that portray the desired choices, actions, or behaviors.
- ***Reading***
 - Provide appropriate reading strategies.
 - Link instruction to effective reading.
- ***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.
- ***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.
- ***Concepts***
 - Provide clear understanding of each concept.
 - Point out important 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.
- ***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.
- ***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.
- ***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.
- ***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.
- ***Technology***
 - Provide a mental and physical model of desired performance.
 - Describe steps in the performance.
 - Provide practice with kinesthetic and corrective feedback (coaching).
- ***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.
- ***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.
 - ***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.
 - ***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.
 - ***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.
- **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.

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.

In the Area of Writing ASSESSMENT for LANGUAGE ARTS, WRITING, AND COMMUNICATION SKILLS instructional materials need to emphasize the following ideas.

- **Assess many drafts only on the particular craft element being studied, not every aspect of the paper.**
- **Avoid the red pencil mentality of marking every error on a student's paper.**
- **Multiple revisions of one essay or story with interim formative assessments and a final summative assessment may be more helpful than writing several pieces, essays or stories without revision and with only a summative assessment.**

- Since pieces are revised thoughtfully over time—not a new piece of writing each day – much of the student’s writing will not leave draft form and will be assessed informally as class and homework activities in progress.
- Include self and peer assessments for reflective practice.

Resources

Allen, Janet & Kyle Gonzalez . (1998). *There’s room for me here: Literacy workshop in the middle school*. Portland, ME: Stenhouse Publishers.

Fountas, Irene & G. S. Pinnell. (2001) *Guiding readers and writers: Grades 3-6*. Portsmouth, NH: Heinemann.

Noden, Harry R. (1999). *Image grammar: Using grammatical structures to teach writing*. Portsmouth, NH: Boynton/Cook Publishers.

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

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, Office of Instructional Materials.*

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. The first link provided below is to 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.

The State Instructional Materials Committees will complete a Committee Questionnaire for each submission at the adoption meetings. The Committee Questionnaire is a compilation of the criteria in the committee member evaluation instrument and serves as the official record of the State Instructional Materials Committee. The second link is to the Committee Questionnaire.

http://www.fldoe.org/bii/instruct_mat/pdf/evaluation-form.pdf

http://www.fldoe.org/bii/instruct_mat/pdf/ccq.pdf

Link to Curriculum Requirements/Sunshine State Standards

The Sunshine State Standards for Language Arts/Literature Education including Access Points for Students with Significant Cognitive Disabilities can be found at the following link:

<http://www.fldoe.org/bii/Curriculum/SSS/>.

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.

Federal Requirements for the National Instructional Materials Accessibility Standard (NIMAS)

National Instructional Materials Accessibility Standard (NIMAS) guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted to accessible formats, including Braille and text-to-speech. A National Instructional Materials Access Center (NIMAC) has been established to receive and catalog publishers' electronic files of print instructional materials in the NIMAS format.

These files will be used for the production of alternate formats as permitted under the law for students with print disabilities. Under these guidelines, “textbook” means the principal tool of instruction used in the classroom. It is a printed book or books that contain most, if not all, of the academic content a student needs to learn to meet the State or Local Education Agency’s curriculum requirements for that subject area. “Related core materials” are printed materials, other than textbooks, designed for use by students in the classroom in conjunction with a textbook and which, together with the textbook, are necessary to meet the curriculum requirements for the intended course. The materials should be directly related to the textbook and wherever possible they should be published by the publisher of the textbook. Related core materials do not include materials that are not written and published primarily for use by students in the classroom (e.g., trade books not bundled with the textbook, newspapers and reference works) nor ancillary or supplemental materials that are not necessary to meet the curriculum requirements for the intended course. For purposes of these definitions, the term “curriculum requirements for the intended course” refers to relevant curriculum standards and requirements as established by a state educational agency or local educational agency.

The details of the metadata elements required as part of the NIMAS File set will be found at <http://nimac.us/metadata.html>. Please note that some elements are required, while others are optional. Some fields also allow for multiple entries (e.g., subject terms).

Complete information concerning NIMAS and NIMAC can be found at <http://nimas.cast.org> and <http://www.nimac.us>. (IDEA-2004).