

**2011 K-5 Reading, Writing,
Listening, Speaking, and Language
Education Specifications
for the
2012-2013 Florida State Adoption
of
Instructional Materials**



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Florida Department of Education

Office of Instructional Materials

(850) 245-0425

Web Address: http://www.fldoe.org/bii/instruct_mat/

Florida's Vision for Grades K-5

Reading, Writing, Listening, Speaking, and Language Education

With the implementation of the Common Core State Standards for English language arts, the study and practice of the language arts in reading, writing, speaking, listening, and language use are more important than ever. The primacy of language use and the reading-writing connection are integral to each strand of the Common Core standards, reflecting Florida's adherence to more rigorous expectations for all K-5 students. These new standards will develop Florida K-5 students' communication expertise to a higher level across the disciplines, highlighting the *close connection between comprehension of text and acquisition of knowledge* (Coleman and Pimentel, 2011).

To afford Florida students the greatest opportunity for success in reading and writing, Florida students must first 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, and studied. The renewed emphasis on speaking and listening skills within the Common Core Standards' document reiterates the latest research that students' cognitive abilities to focus and organize ideas are first engendered through their oral language activities (Lemke, 1989). For grades K-5, speaking and listening comprehension and collaboration are two focal points of Florida's new vision. Beginning in Grade 4, the emphasis on skillful presentation of knowledge, as well as the sharing of precise, accurate ideas is now at the forefront of student speaking and listening study and growth.

Reading grade level or higher text is another way Florida's K-5 students increase their knowledge. Research strongly indicates that failure to learn to read on grade level is the most compelling reason that children are retained, assigned to special education, or given long-term intervention services. The vision of Florida reading instruction is to ensure that all children learn to read well and that all children are successful readers of both fiction and nonfiction texts.

Because of the dramatic increase in the amount and availability of informational texts nationally and worldwide, the number of informational texts now to be read in grades K-5 is considerably higher for Florida's younger readers. Short stories, poetry, fairy tales, and fables will make up 50 percent of text for young readers, while informational and opinion selections will make up the remaining 50 percent. Reading nonfiction text, including recognizing and evaluating logical reasoning and persuasive, or opinion details reflects one aspect of the higher level of reading comprehension now expected of Florida's K-5 students. Another comprehension skill now expected at earlier grades, particularly grades three through five, is understanding the validity and reliability of information presented in nonfiction text. Florida's young readers are taught how the careful recognition and understanding of a writer's sources and credentials will increase the reader's understanding of the text.

Florida's young readers are also expected to read high quality fiction and informational text. Such exposure will provide K-5 Florida students with text exemplars from which to model their writing practice. It is through

reading excellent informational, opinion, and creative selections that students gain not only new knowledge and ideas, but also new ways of crafting ideas, using language, and choosing conventions.

As with reading, writing is a 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 new 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 research all manner of texts, both digital and multimodal, and write for the purposes of expressing opinions, sharing information, and writing real or imaginary texts. How these ideas are expressed, as well as their depth of expression encompasses the new writing vision for Florida's students.

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 exemplars are used as models of exemplary writing (see *Appendix B and C* of the Common Core document). Also, through the study of the new Language strand of the Common Core standards, students will learn how excellent writing is achieved, study model exemplars, and practice language mastery to share outstanding spoken and written communication for any purpose, audience, or occasion.

In this learning community, students learn that content and form – idea and style – are dual components of reading and writing proficiency. Not only what is written, but how it is written influences the reader. This emphasis in the Common Core standards is explicitly expressed in two ways. First, one of the four strands includes Language, and second, as expressed in the *Introduction* to the Common Core State Standards document, 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. As the writing standards point out, through drafting and redrafting, often over a period of time, Florida students pursue mode, sentence, and style that complement and reinforce their message. Both longer and shorter writing pieces are expected, including research based pieces beginning at grade three (as stated in the last of ten writing Standardss) students will *write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*)

With the explosion of information in this digital age, Florida students also are expected to focus on the study of information and media literacy; however now they will study these not separately, but embedded throughout the English language arts strands. This more natural inclusion is a shift highlighting the importance of student preparation in efficiently finding reliable sources and accurate information, and thoughtfully creating their own ideas and building their own store of knowledge through critical thinking. Florida's students must learn how to learn using every one of the language arts – speaking, listening, reading, writing, and language, especially concentrating on the following:

- Ability to read and comprehend a range of sufficiently complex texts independently.
- Ability to write effectively when analyzing sources.
- Ability to conduct research on a substantive issue or problem.
- Ability to comprehend and present ideas verbally and in a collaborative manner.

Florida citizens, as well as the global community, have the ability to communicate face to face and digitally any time for any reason. Through the rigorous study and practice of listening, speaking, reading, writing, and

language use, Florida students will develop the competencies needed for entering the workforce, attending higher institutions of learning, and achieving lifelong learning experiences.

Resources

- Anderson, Jeff. 2005. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*. Portsmouth, NH: Heinemann.
- Angelillo, Janet. 2002. *A Fresh Approach to Teaching Punctuation*. New York: Scholastic.
- Fountas, Irene and Pinnell, Gay Su. 2001. *Guiding Readers and Writers: Grades 3-6*. Portsmouth, NH: Heinemann.
- Graham, Steve and Hebert, Michael. 2010. *Writing to Read: Evidence for How Writing Can Improve Reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.
- Hale, Elizabeth. 2008. *Crafting Writers: K-6*. Portsmouth, NH: Heinemann.
- Horn, Martha, and Mary Ellen Giacobbe. 2007. *Talking, Drawing, Writing: Lessons for Our Youngest Writers*. Portland, ME: Stenhouse.
- Routman, R. 2000. *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.
- Weaver, Constance. 2007. *The Grammar Plan Book: A Guide to Smart Teaching*. Portsmouth, NH: Heinemann.

Publisher Submissions for Florida's 2012 Reading, Writing, Speaking, Listening, and Language Adoption

Florida will accept for consideration materials configured as follows:

**K-5 COMPREHENSIVE CORE READING, WRITING, SPEAKING, LISTENING, and
LANGUAGE PROGRAM**

K-5 COMPREHENSIVE INTERVENTION READING PROGRAM

K-5 SUPPLEMENTAL/INTERVENTION READING PROGRAM

General Description for Publishers' Submissions

K-5 COMPREHENSIVE CORE READING, WRITING, SPEAKING, LISTENING, and LANGUAGE PROGRAM

K-5 English language arts reading, writing, speaking, listening, and language specifications for the 2012 adoption are based on the latest research and expectations of Common Core State Standards in English language arts, including but not limited to the following concepts:

- Reading instruction through multiple close readings of text, not generic reading strategies.
- Foundational reading skills of phonological awareness, phonics, word recognition, print concepts, and fluency are differentiated according to individual student need.
- Reading text evidence and idea comprehension are the focus of instruction, not pre-reading activities.
- Use of rigorous grade-level informational and literary text complexity (see *Appendices A and B*).
- Depth and complexity of thoughts are major focuses of reading and writing, not number of words.
- Text specific details to reinforce spoken and written ideas.
- Form reinforces content (reading-writing connection).
- Listening and speaking foster collaboration and communication of ideas.
- Maturity of oral and written ideas highly correspond to vocabulary acquisition.
- Language choice and syntax, both oral and written, influence style.
- Daily practice, including choice of topics, embedded within reading and writing instruction.
- Grammatical choices act as guideposts for readers and style guides for writers.
- Grammatical and convention choices, not grammar rules, influence depth and complexity of written ideas.
- Sentence structure and conventions practice/modeling embedded **throughout** stages of writing, **not only** in editing.
- Direct teaching of grade-specific writing craft techniques includes explaining **how** each specific craft improves a young writer's ideas.
- Opinion, informative, narrative purposes for writing at each grade level.
- Research evidence to reinforce spoken and written ideas.
- Technology and media use embedded across all strands.

Major Content, Presentation, and Learning Priorities for K-5 English Language Arts Instructional Materials

It is expected that the four areas of the English language arts – reading; writing; speaking and listening; and language use - will be written in an integrated instructional program series, **with each language arts area embedded at each K-5 grade level** in a comprehensive, developmentally appropriate, and logically organized instructional sequence **aligned to specific informational or literary selection(s) at each grade level.**

To ensure clarity for publishers, the following *content, presentation, and learning priorities* are presented in this section of the specifications.

Content

- It is critical that curriculum materials assist teachers in staying focused on the primary goals in reading: students becoming proficient decoders and fluent readers through the development of a keen awareness that thinking and reading happen jointly at the same time.
- Multiple readings of each selection, including complex texts, should be the keystone of reading instruction with each selection’s next close reading activity intended to teach students a successive set of learning experiences.
- Pre-reading activities are sharply curtailed; these activities are no longer prominent aspects of reading instruction. Students’ initial exposure to text should be with the text itself, not pre-empted by a myriad of summaries, stimulant questions, attempts to connect the reader ahead of time to the text, or any introduction of a strategy.
- Reading strategies grow out of the text’s demands and must take their rightful place *in service* to reading comprehension; reading strategies are not presented as a separate body of material. They are a tool in, not the point of, reading instruction.
- Over time, with the reading of sufficiently rich and appropriately complex text, all reading strategies will be employed and practiced regularly, ensuring **that students learn to internalize the purpose of reading strategies: to help students understand what they have read.**
- Reading strategies are taught in combination and grow out of the specific features of the text (especially more challenging sections) rather than a –strategy of the week” approach.
- Instructional questioning should require students to think about what they have heard or read about the selection, reiterate developmentally appropriate high level thinking of K-5, and encourage students to draw evidence from what they have heard or read to support their ideas about the reading.
- Both the student and teacher texts will emphasize that appropriate, higher quality answers to text questions will require thinking about the text selection carefully, finding evidence from within the text(s) to support one’s answer; and, as much as possible, not relying on background experiences of students for such answers, since doing so creates the inequity of different students bringing different experiences to school.
- Background knowledge equity regarding text questions applies equally to texts intended for reading aloud, and independent student reading, as well as those text students may model as writing craft exemplars.
- Read Aloud instructional materials include read-aloud texts that align with or even stretch beyond the complexity requirements of the grade band. Extra textual scaffolding prior to and during first read is minimal, focusing on words essential to a basic understanding or not likely to be known by most students.

- Challenging read-aloud selections are returned to in later readings (even in later grades) to enhance understanding of the selection as well as students’ ability to handle and learn from these sections, including vocabulary choice and writing craft used to enhance and enrich ideas.
- Grammatical and convention instruction should embrace a linguistic approach emphasizing the **function of grammatical choices** when teaching language use and writing, **not labeling the parts of a sentence or memorizing parts of speech.**
- The student text **should no longer include isolated grammar exercises.**

Presentation

- K-5 language arts instruction in reading, writing, speaking, listening, and language use is to be a shared responsibility of the school faculty, applicable to a range of subjects, including but not limited to English language arts.
- Students set and adjust the purposes for using the English language arts based on the audience, task, purpose, and discipline.
- A comprehensive reading component of the English language arts program series will contain a mix of instructional and practice activities sufficient to build both strong word reading skills as well as the ability to construct the meaning of text.
- A comprehensive K-2, 3-5, or K-5 reading component of the English language arts program series will contain systematic, explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, as well as meaningful experiences with excellent literature and informational text to build comprehension and enjoyment of print.
- High quality reading text selections in the English language arts program series will be consistently offered at each K-5 grade level. Texts selected for inclusion in the instructional materials should be finely written and beautifully illustrated (when appropriate) and should be rich with ideas students want to pursue, as well as to learn from.
- Engaging a student’s cognition through gleaning knowledge from the text itself is the primary purpose of reading materials; the teaching of reading strategies is **not** a substitute for reading text selections.
- Reading selections have a balance of 50 percent informational and 50 percent narrative text that may build toward a coherent body of knowledge within and across grades (See *Appendix A* section of the Common Core document entitled “The Human Body”).
- The content of the text selection to be read needs to be central to the physical page of both the student text and the teacher text. **Surrounding, tangential material on the physical page is to be used sparingly, only when necessary, so as not to distract from the text itself.**
- Explicit and systematic reading instruction during the early grades - especially K-2 - for young and emergent readers, as well as older students who are in need of intervention, must be the foundation of the reading component in the English language arts program series.
- **Broad themes in literature study are used sparingly**, with more focus on specific texts and topics. Organizing instructional units around broad, abstract themes is **no longer** the norm in materials for younger readers because doing so invites teachers and readers to have abstract and broad conversations rather than narrowed, focused ones based on evidence and details from each text .
- In the reading of informational text, a more productive organizing idea for the series may be selecting a shared topic in order to ensure students build greater and greater knowledge of a particular topic as they read.
- Within and across K-5 grade levels, informative and opinion text selections systematically and cumulatively develop students’ knowledge of social studies and science topics (see standards in attached Florida K-5 course descriptions).

- Literary, informative, and opinion reading selections are worth reading and re-reading to increase knowledge and provide opportunities for acquiring competence in reading; the high quality of the selections make re-encountering them again desirable (for samples of appropriate, high-quality selections, see Appendix B of the Common Core State Standards document).
- The K-5 distribution of writing tasks is as follows and needs to be incorporated in K-5 instructional materials: 30 percent of student writing should be to argue, 35 percent should be to explain/inform, and 35 percent should be narrative.
- **Fewer, often different, developmentally appropriate convention and mechanics expectations in the *Common Core State Standards for English Language Arts* document are introduced at particular grade levels** with the expectation that many will be again introduced at higher grade levels when writing style, including punctuation choices, becomes more complex (see writing and language strands in *Common Core State Standards in English Language Arts* document).
- Of particular importance is a discussion of what specifically selected punctuation and convention choices will accomplish in one’s writing and **how the young writer may model** this in his/her own writing.
- The new instructional program series should have an increased focus on argument and informative writing with opinion writing, a basic form of argument, extending down into the earliest grades.
- Writer’s craft techniques should include a few major developmentally-appropriate sentence and grammatical structure lessons at each grade-level to reinforce and reflect the critical and creative thinking needed for the three major types of writing applications listed in the new *Common Core State Standards in English Language Arts*.
- Age-appropriate sample read-aloud materials are expected to appear throughout the teacher’s text for teacher modeling of writer’s craft and speaker’s rhetorical techniques, and to expand student listening opportunities of acclaimed public speeches.

Learning

- Materials in each grade provide appropriate and systematic opportunities to review and reinforce standards as needed from the previous grade and from earlier learning, especially requiring students to understand more complex ideas, **including making greater connections among ideas and between texts, as well as becoming more proficient in discerning logical thinking from that which is inconsistent or illogical.**
- Instructional support materials in both the student text and teacher text should focus on questions that engage students in the ideas expressed or depicted in the text, as well as in how the writing craft and/or vocabulary choices enhance or enrich these ideas.
- Reading strategies are taught in combination and grow out of the specific features of the text (especially more challenging sections), **not a “strategy of the week” approach.**
- The introduction of appropriate strategies, word study, and questions about the text should follow the initial reading as much as possible.
- All K-5 students have substantial practice in the reading of grade level text, even if some students require additional scaffolding and support such as vocabulary support, more time with grade level text, or practice with some lower-leveled text.
- Materials provide opportunities for frequent and easily implemented formative and summative assessment, including systems for record-keeping and follow-up.
- Reading selections - especially K-2 - contain sufficient repetitions of high frequency words and spelling sound correspondences. Such material will provide enough opportunity for repetition to insure that all students can transfer knowledge of spelling/sound patterns to words not previously

seen or studied (if *ou* = /ow/ has been studied with the word “loud,” then student can read “loud” or “mouth” pronouncing *ou* correctly in both instances).

- Teachers are directed to read aloud materials to students as a first option rather than listening along with their students to the text read by a recorded voice.
- Writing assessment instructional materials should embed the following concepts:
 - 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 are more helpful than writing several pieces, essays, or stories without revision and with only a summative assessment.
 - Papers 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 writer’s notebook activities in progress.
 - Include class, self, and peer assessment formats and rubrics for reflective and collaborative practice.
- Students are taught to appreciate nuances of language use, such as how particular members of an audience may influence the student’s choice of tone when they are speaking or how the connotation of words must be considered regarding the message to be shared.
- Students learn that different disciplines call for different types of evidence (*e.g., use of historical documents such as diaries in history or use of observed, experimental evidence in science*). In providing an oral or written interpretation of a reading selection, students cite specific evidence from selected texts, often drawing several ideas, through the use of direct quotes in later grades or through summary or listing in earlier ones.
- Students support their own propositions and/or conclusions in speaking and writing and connect them to supporting evidence from the reading selection, making their reasoning clear to the listener or reader.
- Increased engagement in academic discussions through listening and speaking comprehension, as well as through formal presentational skills.
- In evaluation of formal oral or written reports, K-5 students *assiduously* review others’ uses of evidence to ensure correct statements and supporting detail.
- A writer’s style develops through the study and practice of writing types and purposes, recognition and practice of specific sentence-level grammatical structures and sentence-level language choices, and recognition and study of various organizational structures in mentor texts.
- Writer’s craft techniques should be introduced and taught while exemplary text selections and commentary are **visually noted/displayed in the student text itself or displayed by the teacher on a document camera or other visual means in order to facilitate student modeling** or “trying out” in individual writing practice and final pieces.
- These three forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements and both informing and arguing rely on using information or evidence, and often require drawing this information or evidence from texts through reading.
- Much more skillful use of multimedia and digital technology assignment and practice activities are to be included in English language arts communication activities in reading, writing, speaking and listening, and use of language.

- Intervention programs must be designed to accelerate students rapidly towards independent reading of grade level text. Materials for student’s independent reading within and outside of school should include texts at student’s own reading level, but students should also be challenged to read individual selections higher in complexity for their growth to grade-level text.
 - Materials for intervention ensure that students whose decoding ability develops at a slower rate are not deprived of the same opportunities to develop vocabulary, world and word knowledge, and to think as deeply about text as other students.
 - Students needing additional instructional time must not miss out on essential practice and instruction their classmates are learning. Therefore, remedial materials must be flexible and straightforward enough to be used in alternative settings/timeframes.

Research Base for K-5 English Language Arts Instructional Materials

The following three aspects of research apply to each area of K-5 English language arts: reading; writing; speaking and listening; and language use.

Florida’s implementation of the Common Core Standards —All submitted reading, writing, speaking, listening, and language curricula and instructional methods must reflect and support Florida’s implementation of the Common Core State Standards, including addressing and reinforcing content area application of the standards in other subject areas. The guiding information in appendices of the Common Core State Standards in English Language Arts and its introductory material need to be thoroughly adhered to in the development of instructional materials.

Diagnostic and prescriptive in nature —Instructional materials must assure ongoing progress monitoring and diagnosis of reading, writing, and language use difficulties and potential problems with emergent readers, writers, and language users, as well as older students who have shown reading deficiencies. It is essential that publishers incorporate assessment tools that are aligned to the instructional materials and include intervention strategies, materials, and activities that provide alternatives for specific skills not mastered by individual students. The progress monitoring/diagnosis and intervention/prescription elements should be a natural extension to ensure that a student’s transition through the materials is both comfortable and sequential. Instructional materials must reflect engaging, age-appropriate interests and provide systematic instruction to address deficient reading skills.

Universal Design —It is expected that all Florida students be provided equitable access to the standards requirements of the K-5 English language arts program. Universal design elements of instructional materials ensure this equity is achieved. Because Florida will not have a separate call for Reading for special education students, publishers who submit a reading series for consideration are 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*.

A Summary of the Major Priorities for K-5 COMPREHENSIVE CORE READING, WRITING, SPEAKING, LISTENING, and LANGUAGE PROGRAM

Florida will accept Comprehensive Core Reading, Writing, Speaking, Listening, and Language (English Language Arts) Programs that are designed for the following elementary grade level combinations: K-5, K-2, and 3-5. The curricular must provide explicit, systematic instruction, assessment, and intervention that advocate reading, writing, speaking, listening, and language use proficiency for all students throughout each developmental stage of reading, writing, speaking, listening, and language use acquisition. The core English language arts series will explain and clarify the language, listening, speaking, reading, and writing acquisition processes for effective delivery of instruction. The instruction must be directed toward student competency in phonological awareness, phonics, fluency, vocabulary, comprehension, listening and speaking collaboratively and formally, and the application of writing for the purposes of providing opinions, informing, and writing fiction, as well as writing to support text understanding through the use of textual detail and textual knowledge acquisition. Also, text selections need to align with grade-level appropriate, specific word skill, and academic vocabulary study.

The overall K-5 instructional design will include but is not limited to the following:

- A clear “road map” or “blueprint” for teachers (*e.g., scope and sequence*).
- Clearly stated learning goals and objectives, including definitions of language, reading, and writing instructional terms, along with exemplars of each definition.
- Resources to ensure teacher understanding of the rationale for the instructional approach and strategies within the program (*e.g., articles, explanations in the teacher manuals, references, and online resources*).
- Brief, frequent engaging opportunities rich in content and learning opportunities are provided.
- Explicit instruction includes teacher modeling of successful reading and thinking “think-alouds.”
- Differentiated instruction is prominent.
- Guidelines and materials are provided for flexible grouping.
- In addition to components of reading, the dimensions of spelling, writing craft, oral language development, and listening comprehension are primary components of the series.
- Intrinsic motivation in students is a component of the program (*e.g., student selection of books, various genres of book titles, multicultural/international book titles*).
- Consistent “teacher/student friendly” instructional routines.

Requirement of Grades K-5 Reading Assessment

Publishers are required to include assessments that teachers can use to guide student instruction. The assessment should measure progress in the five components of reading instruction so the results can drive teacher instruction according to the needs of their students. The assessment should identify students who are at risk or are experiencing difficulty learning to read. Writing assessment rubrics should center upon focus and topic choice; writing craft strategies; idea development, including the use of textual support; organizational craft techniques; language choices for concrete or creative expression of ideas; and practice using sentence and grammatical structures that enrich and enhance ideas. Also specific craft practice through the modeling of mentor texts. Listening and speaking rubrics should center on both formal and informal presentations.

Requirement of Grades K-5 Core Professional Development

Publishers will submit a *Professional Development Plan* for use with each submitted CORE reading, writing, speaking, listening, and language program. This plan must not incur additional cost. There must be initial professional development that provides adequate time for teachers to learn new concepts and practice what they learn. The professional development should be customized to meet the needs of teachers, principals, and reading/literacy coaches. There should also be a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and to follow up with assistance as they put new concepts into practice. After initial professional development, ongoing professional development must be offered to provide support and a deeper level of reading knowledge. The Professional Development should also provide support (*e.g., principal checklists, follow-up in class modeling, a CD for teachers to view model lessons*) to facilitate application of content.

Grades K-2 Comprehensive Core Reading, Writing, Speaking, Listening, and Language Program Summary

The K-2 reading component of the English language arts series should support student development and competency in phonological awareness, phonics, fluency, vocabulary, and comprehension. The materials must incorporate valid evidence-based approaches for appropriate and strategic use across grade levels and major reading components. Both the characteristics and proportion of instruction in each of the decoding components (phonemic awareness, phonics, fluency) across grades K-2 reflect the developmental stages of student decoding development. The lessons, assignments, and coordinated text used for phonemic awareness, phonics, and fluency instruction must be systematic and incremental, building from simple to more complex decoding concepts as well as accommodating student needs for ample review and decoding practice. These materials need to include writing, speaking, and listening as a means of student learning in these major reading components as well as a means of teacher assessment.

The K-2 English language arts instruction includes equitable emphasis on vocabulary development and comprehension attainment as students of all age groups have ongoing needs to develop:

- Oral language in conversational English, general academic language, and discipline-specific language.
- Word awareness with such skills as morphemic analysis and contextual analysis.
- General and content-area concepts.
- Textual understandings that range from concept of print to understandings of literary story grammar and expository text structures.
- Skills such as summarizing, questioning, and the linking of critical thinking and reading.

The design of both vocabulary development and comprehension instruction must be cohesive so that it consistently builds upon and develops each of these ongoing student applications across the grade levels. Consequently, the textual selections used to expand student development in vocabulary and comprehension must complement the specific word skills and academic vocabulary introduced at each grade-level.

The K-2 writing component of the English language arts series is two-fold. Initially, the young writer is learning that writing is a recursive process where oral language can be transcribed into print. For this reason, the reading-writing connection is a powerful influence in a young writer's early success. Hearing all kinds of text read aloud and participating in classroom talk during and after a read-aloud initiate young students into the world of writing. Next, the beginning writer must attend to **composing the message** – attention initially to the development of ideas (and later the consideration of purpose, audience, and text format), and in conjunction with the message, young writers also must **attend to constructing the text, the physical acts of writing** – attention to the development of letter formation, conventions of spacing and punctuation (and later spelling patterns).

Last, K-2 instruction and student work in reading and writing, and speaking and listening must center on the reading selections within each grade-level of the English language arts series. The series must focus on the new K-2 course descriptions for Florida, emphasizing reading, writing, and discussing texts of grade-level range and complexity for both literature and informational text.

Grades 3-5 Comprehensive Core Reading, Writing, Speaking, Listening, and Language Program Summary

At the heart of these criteria are instructions for shifting the focus of literacy instruction to center on careful examination of the text itself. In aligned materials, work in reading and writing, as well as speaking and listening, must center on the text under consideration. The Standards focus intently on students reading closely to draw evidence from the text of adequate range and complexity. The criteria outlined below concern both the texts that students read and the kinds of questions students should address as they write and speak about them.

Grades 3-5 instructional materials in a comprehensive English language arts program will focus in more than that of Grades K-2 on the close connection between comprehension of text and acquisition of knowledge. While the link between comprehension and knowledge in reading science and history texts is clear, the same principle applies to opinion, informative, and literary texts.

For detailed information for Grades 3-5 English language arts instructional materials, refer to the Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12 (revised August 25, 2011) found in *Appendix B* of this document.

Kindergarten Reading Skills

Standards Notes: The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Reading Foundational Skills: Grade K

LACC.K.RF.1	Print Concepts
LACC.K.RF.1.1	Demonstrate understanding of the organization and basic features of print.
LACC.K.RF.1.1.a	Follow words from left to right, top to bottom, and page by page.
LACC.K.RF.1.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
LACC.K.RF.1.1.c	Understand that words are separated by spaces in print.
LACC.K.RF.1.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
LACC.K.RF.2	Phonological Awareness
LACC.K.RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LACC.K.RF.2.2.a	Recognize and produce rhyming words.
LACC.K.RF.2.2.b	Count, pronounce, blend, and segment syllables in spoken words.
LACC.K.RF.2.2.c	Blend and segment onsets and rimes of single-syllable spoken words.

- LACC.K.RF.2.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- LACC.K.RF.2.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Grade K Content/Pedagogy Indicators for Phonological Awareness

- Overall, the instruction progresses from easier phonological awareness activities to more difficult phonological awareness activities.
- Phonological awareness is taught explicitly in every lesson.
- Phonological awareness is a small portion of the daily lesson (no more than 30 minutes/day).
- Activities continue to follow the continuum of word types (*e.g., Are longer words part of phonological awareness instruction?*).
- When phonemic activities are at the phoneme level, students engage in activities that target the first sound in words, and then move to the last sound in words, finally focusing on the middle sound in words.
- Auditory blending activities take place at the phoneme level.
- Auditory segmenting activities take place at the phoneme level.
- Instruction includes manipulation of phonemes in words (*e.g., deletion, substitution*).
- Phonemic awareness instruction is linked with phonics instruction.
- Words used in phonemic awareness activities are also found in the text students are reading.

Phonics and Word Recognition

- LACC.K.RF.3 Phonics and Word Recognition**
- LACC.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- LACC.K.RF.3.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- LACC.K.RF.3.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- LACC.K.RF.3.3.c Read common high-frequency words by sight (*e.g., the, of, to, you, she, my, is, are, do, does*).
- LACC.K.RF.3.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- LACC.K.RF.4 Fluency**
- LACC.K.RF.4.4 Read emergent-reader texts with purpose and understanding.

Reading Literature

Standards Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

LACC.K.RL.1	Key Ideas and Details
LACC.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.
LACC.K.RL.1.2	With prompting and support, retell familiar stories, including key details.
LACC.K.RL.1.3	With prompting and support, identify characters, settings, and major events in a story.
LACC.K.RL.2	Craft and Structure
LACC.K.RL.2.4	Ask and answer questions about unknown words in a text.
LACC.K.RL.2.5	Recognize common types of texts (<i>e.g., storybooks, poems</i>).
LACC.K.RL.2.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LACC.K.RL.3	Integration of Knowledge and Ideas
LACC.K.RL.3.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (<i>e.g., what moment in a story an illustration depicts</i>).
LACC.K.RL.3.8	(Not applicable to literature.)
LACC.K.RL.3.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LACC.K.RL.4	Range of Reading and Level of Text Complexity
LACC.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

Standards Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the Common Core anchor standards.

LACC.K.RI.1	Key Ideas and Details
LACC.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.
LACC.K.RI.1.2	With prompting and support, identify the main topic and retell key details of a text.
LACC.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LACC.K.RI.2	Craft and Structure
LACC.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.
LACC.K.RI.2.5	Identify the front cover, back cover, and title page of a book.
LACC.K.RI.2.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

LACC.K.RI.3	Integration of Knowledge and Ideas
LACC.K.RI.3.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (<i>e.g., what person, place, thing, or idea in the text an illustration depicts</i>).
LACC.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.
LACC.K.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>).
LACC.K.RI.4	Range of Reading and Level of Text Complexity
LACC.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.
SS.K.C.1.2.	Explain the purpose and necessity of rules and laws at home, school, and community.
SS.K.C.2.1.	Demonstrate the characteristics of being a good citizen.
SS.K.C.2.2.	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SC.K.N.1.1.	Collaborate with a partner to collect information.
SC.K.N.1.3.	Keep records as appropriate – such as pictorial records – of investigations conducted.
SC.K.L.14.2.	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

Writing

LACC.K.W.1	Text Types and Purposes
LACC.K.W.1.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (<i>e.g., My favorite book is...</i>).
LACC.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LACC.K.W.1.3	Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LACC.K.W.2	Production and Distribution of Writing
LACC.K.W.2.4	(Begins in grade 3.)
LACC.K.W.2.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LACC.K.W.2.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LACC.K.W.3	Research to Build and Present Knowledge
LACC.K.W.3.7	Participate in shared research and writing <i>projects</i> (<i>e.g., explore a number of books by a favorite author and express opinions about them</i>).
LACC.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LACC.K.W.3.9 (Begins in grade 4.)

LACC.K.W.4 **Range of Writing**
LACC.K.W.4.10 (Begins in grade 3.)

Grade K Content/Pedagogy Indicators for Writing

Provide extensive descriptions, examples, and definitions in a section specifically designed for *teachers* to show how knowledge and choices of grammatical components are about how to express ideas, not learning rules.

Speaking and Listening

LACC. K.SL.1 Comprehension and Collaboration

LACC.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LACC.K.SL.1.1a Follow agreed-upon rules for discussions (*e.g., listening to others and taking turns speaking about the topics and texts under discussion*).

LACC.K.SL.1.1.b Continue a conversation through multiple exchanges.

LACC.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LACC.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LACC.K.SL.2 Presentation of Knowledge and Ideas

LACC.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LACC.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

LACC.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Grade K Content/Pedagogy Indicators for Speaking and Listening

- Age-appropriate sample read-aloud materials are expected throughout the K-5 teacher texts (and in digital/electronic format).
- Student listening opportunities provided.
- Extensive instructions on planning engaging academic discussions that are based on grade appropriate topics students have been assigned to research in advance.
- Speaking and listening activities and questions should offer opportunities for students to share preparation, evidence, and research.
- Speaking and listening instructional lessons should encourage strengthening listening skills as well as strengthening a student's ability to respond to and challenge their peers with appropriate response questions and evidence.

Language

LACC.K.L.1

Conventions of Standard English

- LACC.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LACC.K.L.1.1.a Print many upper- and lowercase letters.
- LACC.K.L.1.1.b Use frequently occurring nouns and verbs.
- LACC.K.L.1.1.c Form regular plural nouns orally by adding /s/ or /es/ (*e.g., dog, dogs; wish, wishes*).
- LACC.K.L.1.1.d Understand and use question words (interrogatives) (*e.g., who, what, where, when, why, how*).
- LACC.K.L.1.1.e Use the most frequently occurring prepositions (*e.g., to, from, in, out, on, off, for, of, by, with*).
- LACC.K.L.1.1.f Produce and expand complete sentences in shared language activities.
- LACC.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LACC.K.L.1.2.a Capitalize the first word in a sentence and the pronoun I.
- LACC.K.L.1.2.b Recognize and name end punctuation.
- LACC.K.L.1.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- LACC.K.L.1.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

LACC.K.L.2

Knowledge of Language

- LACC.K.L.2.3 (Begins in grade 2.)

LACC.K.L.3

Vocabulary Acquisition and Use

- LACC.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- LACC.K.L.3.4.a Identify new meanings for familiar words and apply them accurately (*e.g., knowing duck is a bird and learning the verb to duck*).
- LACC.K.L.3.4.b Use the most frequently occurring inflections and affixes (*e.g., -ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- LACC.K.L.3.5.a Sort common objects into categories (*e.g., shapes, foods*) to gain a sense of the concepts the categories represent.
- LACC.K.L.3.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- LACC.K.L.3.5.c Identify real-life connections between words and their use (*e.g., note places at school that are colorful*).
- LACC.K.L.3.5.d Distinguish shades of meaning among verbs describing the same general action (*e.g., walk, march, strut, prance*) by acting out the meanings.
- LACC.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade K Content/Pedagogy Indicators for Vocabulary Acquisition and Use

- There is an emphasis on listening and speaking vocabulary.
- Academic vocabulary is taught.
- Instruction is systematic, incorporating direct instruction of word meanings as well as developing students' ability to learn words indirectly from context.
- Oral language activities are part of each lesson.
- Activities for developing word knowledge are used.
- Students listen to the teacher read during each lesson with an emphasis on new vocabulary words, and, when appropriate, writing craft such as sentence rhythm using repetition and shorter and longer sentences to reinforce ideas on the page.
- Students have the opportunity in each lesson to engage in wide reading at their independent level.
- Previously introduced words are cumulatively reviewed.
- Instruction is systematic, incorporating direct instruction of word meanings as well as developing students' ability to learn words indirectly from context.
- Materials incorporate distributed practice throughout.
- Instruction incorporates multiple word meanings, morphology, phonology and orthography.
- Academic vocabulary is privileged for attention and is heavily emphasized in all materials.
- Academic words are chosen for emphasis based on the following research based criteria:
 - Future utility i.e. likelihood of appearance in texts students will read in years to come;
 - Being part of a word family; and
 - Abstract in meaning so that the instructional time is merited.
- Conversely, concrete words whose meaning is easily derived from the story are not emphasized (school, bus, car, train, radio, bicycle) as students can pick these meanings up easily and often on the basis of their own efforts.
- Instruction of word meanings is built into each lesson. Students are required to think about words; how and why specific words are used; how changing one word can change the meaning of a text; how one word can have varied but related meanings based on context; and why another word might be more appropriate.
- Word meanings are taught and reviewed in varied contexts.
- Materials provide ample opportunities for easily implemented, distributed and repeated practice in all areas of word study.
- Materials provide ease of practice both in classroom and out of classroom contexts.
- Materials provide opportunities for research based differentiated instruction that is driven by the differing vocabulary levels of children. This requires providing more time for students with weaker vocabularies rather than offering them fewer words than their peers.
- Materials use games, jokes, puns and other forms of word play to enhance instruction and develop sense of joy about words.

Reading Foundational Skills: Grade 1

Standards Notes: The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Note: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

LACC.1.RF.1

Print Concepts

LACC.1.RF.1.1 Demonstrate understanding of the organization and basic features of print.

LACC.1.RF.1.1.a Recognize the distinguishing features of a sentence (*e.g., first word, capitalization, ending punctuation*).

LACC.1.RF.2

Phonological Awareness

LACC.1.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

LACC.1.RF.2.2.a Distinguish long from short vowel sounds in spoken single-syllable words.

LACC.1.RF.2.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

LACC.1.RF.2.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

LACC.1.RF.2.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Grade 1 Content/Pedagogy Indicators for Phonological Awareness

- Overall, the instruction progresses from easier phonological awareness activities to more difficult phonological awareness activities.
- Phonological awareness is taught explicitly in every lesson.
- Phonological awareness is only a small portion of the daily lesson (no more than 30 minutes/day).
- Activities continue to follow the continuum of word types (*e.g., Are longer words part of phonological awareness instruction?*).
- When phonemic activities are at the phoneme level, students engage in activities that target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words.
- There are auditory blending activities at the phoneme level.
- There are auditory segmenting activities at the phoneme level.
- Instruction includes manipulation of phonemes in words (*e.g., deletion, substitution*).
- Once students demonstrate early phonemic awareness, phonemic awareness instruction is linked with phonics instruction.
- Words used in phonemic awareness activities are also found in the text students are reading.
- Oral language phonemic awareness activities drop out of the curriculum sometime during first grade.

LACC.1.RF.3

Phonics and Word Recognition

LACC.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

LACC.1.RF.3.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

LACC.1.RF.3.3.b Decode regularly spelled one-syllable words.

LACC.1.RF.3.3.c Know final -e and common vowel team conventions for representing long vowel sounds.

LACC.1.RF.3.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- LACC.1.RF.3.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.
- LACC.1.RF.3.3.f Read words with inflectional endings.
- LACC.1.RF.3.3.g Recognize and read grade-appropriate irregularly spelled words.

Grade 1 Content/Pedagogy Indicators for Phonics and Word Recognition

- Letter sounds are introduced explicitly.
- Letter sounds are introduced systematically.
- Individual letter sounds are taught first (before phonograms).
- The most useful letter sounds are taught first (*e.g.*, /m/ before /z/).
- The most common letter-sound correspondences are introduced first (*e.g.*, c = /k/ vs. c = /s/).
- Students are taught an explicit strategy to “sound out” words.
- Students practice decoding words that contain only those letter sounds that they have learned.
- Instruction follows the continuum of word types (beginning w/Consonant-Vowel and Consonant-Vowel-Consonant words).
- During the lesson, after students have been taught a few letter sounds, they apply this to reading word lists and short decodable connected text.
- Instruction progresses from the simple to more complex concepts (*e.g.*, *short vowels before long vowels*).
- Letters that are visually and auditorily similar are separated (*e.g.*, b/d; f/v).
- There are frequent and cumulative reviews of previously taught letter sounds, concepts, and words.
- There is ample unfamiliar decodable text to provide students practice with phonic elements.
- Once students know letter sounds, letter combinations are taught (*e.g.*, *digraphs, vowel pairs, etc.*).
- The program directly teaches high frequency irregular words and encourages students to use decoding strategies for parts of irregular words that are decodable.
- The number of new irregular words that are introduced is limited.
- High utility irregular words are taught.
- High frequency words that are visually or phonemically confusing are strategically separated (*e.g.*, *saw/was*).
- The symbol to sound (decoding) and the sound to symbol association (spelling) is taught explicitly.
- Once students know individual letter sounds, spelling patterns (*i.e.*, *phonograms, word families*) are taught.
- Students are taught the strategy of chunking when trying to decode multisyllabic words.

LACC.1.RF.4

Fluency

- LACC.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- LACC.1.RF.4.4.a Read on-level text with purpose and understanding.
- LACC.1.RF.4.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- LACC.1.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 Content/Pedagogy Indicators for Fluency

Fluency is reading at the appropriate rate to access deep meaning. Appropriate speed is based upon the type of text and purpose for reading. Students should be instructed to adjust for different text types and

purposes.

The Oral Reading Fluency Target Rate that follows is the accepted rate for Florida instructional materials.

General fluency rates using Word Count Per Minute (WCPM):

Oral Reading Fluency (ORF) Target Rate

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		10-30	30-60
2	30-60	50-80	70-90
3	50-90	70-100	80-110
4	70-110	80-120	100-120
5	80-120	100-120	110-120

Consider including the use of the adapted NAEP Fluency Rubric:

Fluent	Level 4	Some or most of the story is read with expression. Reads primarily in larger, meaningful phrases. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall substance of the story. Consistently preserves the author’s syntax.
	Level 3	Little or no expressive interpretation is present. Reads primarily in three- or four-word phrases. Some smaller groupings may be present. However, the majority of the phrasing seems appropriate and preserves the syntax of the author.
Nonfluent	Level 2	Some word-by-word reading may be present. Reads primarily in two-word phrases with some three- or four-word groupings. Phrasings may seem awkward and unrelated to the larger context of the sentence or passage.
	Level 1	Primarily reads word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

- Fluency practice is introduced after students are proficient at reading words accurately (in sentences or passages).
- Fluency is a part of the daily lesson.
- Accuracy, speed, and prosody are emphasized.
- The teacher models prosody.
- Students are reading text at their independent level or instructional level to help build fluency.
- Fluency practice involves the teacher giving feedback to students.
- There is an explicit strategy taught as students transition from reading words in lists to reading connected text.
- Fluency practice involves text that includes phonic elements and word types that students have previously been taught.

- Ample practice materials and opportunities at appropriate reading levels are provided.
- Research based fluency strategies are included.
- Fluency is progress monitored that includes a comprehension check.

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

LACC.1.RL.1

Key Ideas and Details

LACC.1.RL.1.1

Ask and answer questions about key details in a text.

LACC.1.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LACC.1.RL.1.3

Describe characters, settings, and major events in a story, using key details.

LACC.1.RL.2

Craft and Structure

LACC.1.RL.2.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LACC.1.RL.2.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

LACC.1.RL.2.6

Identify who is telling the story at various points in a text.

LACC.1.RL.3

Integration of Knowledge and Ideas

LACC.1.RL.3.7

Use illustrations and details in a story to describe its characters, setting, or events.

LACC.1.RL.3.8

(Not applicable to literature.)

LACC.1.RL.3.9

Compare and contrast the adventures and experiences of characters in stories.

LACC.1.RL.4

Range of Reading and Level of Text Complexity

LACC.1.RL.4.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

LACC.1.RI.1

Key Ideas and Details

LACC.1.RI.1.1

Ask and answer questions about key details in a text.

LACC.1.RI.1.2

Identify the main topic and retell key details of a text.

LACC.1.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

LACC.1.RI.2

Craft and Structure

LACC.1.RI.2.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

LACC.1.RI.2.5	Know and use various text features (<i>e.g., headings, tables of contents, glossaries, electronic menus, icons</i>) to locate key facts or information in a text.
LACC.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LACC.1.RI.3	Integration of Knowledge and Ideas
LACC.1.RI.3.7	Use the illustrations and details in a text to describe its key ideas.
LACC.1.RI.3.8	Identify the reasons an author gives to support points in a text.
LACC.1.RI.3.9	Identify basic similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>).
LACC.1.RI.4	Range of Reading and Level of Text Complexity
LACC.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1.
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
SC.1.N.1.3	Keep records as appropriate - such as pictorial and written records - of investigations conducted.

Writing

LACC.1.W.1	Text Types and Purposes
LACC.1.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LACC.1.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LACC.1.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LACC.1.W.2	Production and Distribution of Writing
LACC.1.W.2.4	(Begins in grade 3.)
LACC.1.W.2.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
LACC.1.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LACC.1.W.3	Research to Build and Present Knowledge
LACC.1.W.3.7	Participate in shared research and writing projects (<i>e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions</i>).
LACC.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LACC.1.W.3.9	(Begins in grade 4.)

LACC.1.W.4 Range of Writing
LACC.1.W.4.10 (Begins in grade 3.)

Grade 1 Content/Pedagogy Indicators for Writing

- Provide extensive descriptions, examples, and definitions in a section specifically designed for *teachers* to show how knowledge and choices of grammatical components are about how to express ideas, not learning rules.
- Show how a writer’s style is determined by his or her choices of writing strategies in the development of traits such as voice, point of view, sentence structures, organization of ideas, choices of conventions, and language choice.

Speaking and Listening

LACC.1.SL.1 Comprehension and Collaboration

- LACC.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- LACC.1.SL.1.1.a Follow agreed-upon rules for discussions (*e.g., listening to others with care, speaking one at a time about the topics and texts under discussion*).
- LACC.1.SL.1.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- LACC.1.SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.
- LACC.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LACC.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

LACC.1.SL.2 Presentation of Knowledge and Ideas

- LACC.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- LACC.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- LACC.1.SL.2.6 Produce complete sentences when appropriate to task and situation.

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

LACC.1.L.1 Conventions of Standard English

- LACC.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LACC.1.L.1.1.a Print all upper- and lowercase letters.
- LACC.1.L.1.1.b Use common, proper, and possessive nouns.
- LACC.1.L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (*e.g., He hops; We hop*).

LACC.1.L.1.1.d	Use personal, possessive, and indefinite pronouns (<i>e.g., I, me, my; they, them, their, anyone, everything</i>).
LACC.1.L.1.1.e	Use verbs to convey a sense of past, present, and future (<i>e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).
LACC.1.L.1.1.f	Use frequently occurring adjectives.
LACC.1.L.1.1.g	Use frequently occurring conjunctions (<i>e.g., and, but, or, so, because</i>).
LACC.1.L.1.1.h	Use determiners (<i>e.g., articles, demonstratives</i>).
LACC.1.L.1.1.i	Use frequently occurring prepositions (<i>e.g., during, beyond, toward</i>).
LACC.1.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LACC.1.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.1.L.1.2.a	Capitalize dates and names of people.
LACC.1.L.1.2.b	Use end punctuation for sentences.
LACC.1.L.1.2.c	Use commas in dates and to separate single words in a series.
LACC.1.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LACC.1.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LACC.1.L.2	Knowledge of Language
LACC.1.L.2.3	(Begins in grade 2)
LACC.1.L.3	Vocabulary Acquisition and Use
LACC.1.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LACC.1.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LACC.1.L.3.4.b	Use frequently occurring affixes as a clue to the meaning of a word.
LACC.1.L.3.4.c	Identify frequently occurring root words (<i>e.g., look</i>) and their inflectional forms (<i>e.g., looks, looked, looking</i>).
LACC.1.L.3.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LACC.1.L.3.5.a	Sort words into categories (<i>e.g., colors, clothing</i>) to gain a sense of the concepts the categories represent.
LACC.1.L.3.5.b	Define words by category and by one or more key attributes (<i>e.g., a duck is a bird that swims; a tiger is a large cat with stripes</i>).
LACC.1.L.3.5.c	Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>).
LACC.1.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (<i>e.g., because</i>).

Grade 1 Content/Pedagogy Indicators for Vocabulary Acquisition and Use

- There is an emphasis on listening and speaking vocabulary.
- Academic vocabulary is taught.

- Instruction is systematic, incorporating direct instruction of word meanings as well as developing students' ability to learn words indirectly from context.
- Oral language activities are part of each lesson.
- Activities for developing word knowledge are used.
- Students listen to the teacher read during each lesson with an emphasis on new vocabulary words, and, when appropriate, writing craft such as sentence rhythm using repetition and shorter and longer sentences to reinforce ideas on the page.
- Students have the opportunity in each lesson to engage in wide reading at their independent level.
- Previously introduced words are cumulatively reviewed.
- Instruction is systematic, incorporating direct instruction of word meanings as well as developing students' ability to learn words indirectly from context.
- Materials incorporate distributed practice throughout.
- Instruction incorporates multiple word meanings, morphology, phonology and orthography.
- Academic vocabulary is privileged for attention and is heavily emphasized in all materials.
- Academic words are chosen for emphasis based on the following research based criteria:
 - Future utility i.e. likelihood of appearance in texts students will read in years to come;
 - Being part of a word family; and
 - Abstract in meaning so that the instructional time is merited.
- Conversely, concrete words whose meaning is easily derived from the story are not emphasized (school, bus, car, train, radio, bicycle) as students can pick these meanings up easily and often on the basis of their own efforts.
- Instruction of word meanings is built into each lesson. Students are required to think about words; how and why specific words are used; how changing one word can change the meaning of a text; how one word can have varied but related meanings based on context; and why another word might be more appropriate.
- Word meanings are taught and reviewed in varied contexts.
- Materials provide ample opportunities for easily implemented, distributed and repeated practice in all areas of word study.
- Materials provide ease of practice both in classroom and out of classroom contexts.
- Materials provide opportunities for research based differentiated instruction that is driven by the differing vocabulary levels of children. This requires providing more time for students with weaker vocabularies rather than offering them fewer words than their peers.
- Materials use games, jokes, puns and other forms of word play to enhance instruction and develop sense of joy about words.

Reading Foundational Skills: Grade 2

The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Notes: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

LACC.2.RF.3	Phonics and Word Recognition
LACC.2.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LACC.2.RF.3.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LACC.2.RF.3.3.b	Know spelling-sound correspondences for additional common vowel teams.
LACC.2.RF.3.3.c	Decode regularly spelled two-syllable words with long vowels.
LACC.2.RF.3.3.d	Decode words with common prefixes and suffixes.
LACC.2.RF.3.3.e	Identify words with inconsistent but common spelling-sound correspondences.
LACC.2.RF.3.3.f	Recognize and read grade-appropriate irregularly spelled words.

Grade 2 Content/Pedagogy Indicators for Phonics and Word Recognition

- Advanced phonics skills are taught explicitly (first in isolation, then connected text, finally trade books).
- The introductions of letter combinations that are auditorily and visually similar are separated (*e.g., ai/au*).
- There is sufficient practice of individual letter sounds before larger orthographic units are taught (*e.g., ing; ed; ill*).
- When needed, decodable texts are read before trade books (for students to master new skills).
- There is explicit spelling instruction where students use learned letter sounds to spell words.
- Connections between decoding and spelling are explicit.
- There is a strategy taught to read multisyllabic words by using prefixes, suffixes, and known word parts.
- High utility irregular words are taught (frequently used in grade-appropriate and informational text).
- The number of high frequency words is limited.
- Sight words are pre-taught prior to reading connected text.
- When needed, decodable texts are read before trade books (for students to master new skills).

LACC.2.RF.4	Fluency
LACC.2.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LACC.2.RF.4.4.a	Read on-level text with purpose and understanding.
LACC.2.RF.4.4.b	Read on-level text orally with accuracy, appropriate rate, and expression.
LACC.2.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 Content/Pedagogy Indicators for Fluency

Fluency is reading at the appropriate rate to access deep meaning. Appropriate speed is based upon the type of text and purpose for reading. Students should be instructed to adjust for different text types and purposes.

The Oral Reading Fluency Target Rate that follows is the accepted rate for Florida instructional materials.

General fluency rates:

Oral Reading Fluency (ORF) Target Rate

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		10-30	30-60
2	30-60	50-80	70-90
3	50-90	70-100	80-110
4	70-110	80-120	100-120
5	80-120	100-120	110-120

Consider including the use of the adapted NAEP Fluency Rubric:

Fluent	Level 4	Some or most of the story is read with expression. Reads primarily in larger, meaningful phrases. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall substance of the story. Consistently preserves the author’s syntax.
	Level 3	Little or no expressive interpretation is present. Reads primarily in three- or four-word phrases. Some smaller groupings may be present. However, the majority of the phrasing seems appropriate and preserves the syntax of the author.
Nonfluent	Level 2	Some word-by-word reading may be present. Reads primarily in two-word phrases with some three- or four-word groupings. Phrasings may seem awkward and unrelated to the larger context of the sentence or passage.
	Level 1	Primarily reads word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

- Fluency is reading at the appropriate rate to access deep meaning of text based upon the type of text and purpose for reading.
- Fluency practice is introduced after students are proficient at reading words.
- Fluency a part of the daily lesson.
- Accuracy, speed, and prosody are emphasized.
- The teacher models prosody.
- A fluency goal of 60 correct words per minute by the end of second grade is with text understanding. Range of 30-60 WCPM.
- Students are reading text at their independent level or instructional level to help build fluency
- Fluency practice involves the teacher giving feedback to students.

- Ample practice materials and opportunities at appropriate reading levels are provided.
- Research based fluency strategies are included.
- Fluency is progress monitored with comprehension checks.

Reading Literature

Standards Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

LACC.2.RL.1 Key Ideas and Details

- LACC.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- LACC.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LACC.2.RL.2 Craft and Structure

- LACC.2.RL.2.4 Describe how words and phrases (*e.g., regular beats, alliteration, rhymes, repeated lines*) supply rhythm and meaning in a story, poem, or song.
- LACC.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- LACC.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

LACC.2.RL.3 Integration of Knowledge and Ideas

- LACC.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- LACC.2.RL.3.8 (Not applicable to literature.)
- LACC.2.RL.3.9 Compare and contrast two or more versions of the same *story* (*e.g., Cinderella stories*) by different authors or from different cultures.

LACC.2.RL.4 Range of Reading and Level of Text Complexity

- LACC.2.RL.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

LACC.2.RI.1 Key Ideas and Details

- LACC.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- LACC.2.RI.1.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- LACC.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- LACC.2.RI.2**
LACC.2.RI.2.4 **Craft and Structure**
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- LACC.2.RI.2.5 Know and use various text features (*e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons*) to locate key facts or information in a text efficiently.
- LACC.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe

- LACC.2.RI.3**
LACC.2.RI.3.7 **Integration of Knowledge and Ideas**
Explain how specific images (*e.g., a diagram showing how a machine works*) contribute to and clarify a text.
- LACC.2.RI.3.8 Describe how reasons support specific points the author makes in a text.
- LACC.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.

- LACC.2.RI.4**
LACC.2.RI.4.10 **Range of Reading and Level of Text Complexity**
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.
- SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women.
- SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.
- SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
- SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.
- SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

Writing

- LACC.2.W.1**
LACC.2.W.1.1 **Text Types and Purposes**
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (*e.g., because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- LACC.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- LACC.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

LACC.2.W.2	Production and Distribution of Writing
LACC.2.W.2.4	(Begins in grade 3.)
LACC.2.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LACC.2.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LACC.2.W.3	Research to Build and Present Knowledge
LACC.2.W.3.7	Participate in shared research and writing projects (<i>e.g., read a number of books on a single topic to produce a report; record science observations</i>).
LACC.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.
LACC.2.W.3.9	(Begins in grade 4.)
LACC.2.W.4	Range of Writing
LACC.2.W.4.10	(Begins in grade 3.)

Grade 2 Content/Pedagogy Indicators for Writing

- Provide extensive descriptions, examples, and definitions in a section specifically designed for *teachers* to show how knowledge and choices of grammatical components are about how to express ideas, not learning rules.
- Show how a writer’s style is determined by his or her choices of writing strategies in the development of traits such as voice, point of view, sentence structures, organization of ideas, choices of conventions, and language choice.

Speaking and Listening

LACC.2.SL.1	Comprehension and Collaboration
LACC.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LACC.2.SL.1.1.a	Follow agreed-upon rules for discussions (<i>e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).
LACC.2.SL.1.1.b	Build on others’ talk in conversations by linking their comments to the remarks of others.
LACC.2.SL.1.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LACC.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LACC.2.SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LACC.2.SL.2	Presentation of Knowledge and Ideas
LACC.2.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- LACC.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- LACC.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

- LACC.2.L.1 Conventions of Standard English**
- LACC.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LACC.2.L.1.1.a Use collective nouns (*e.g., group*).
- LACC.2.L.1.1.b Form and use frequently occurring irregular plural nouns (*e.g., feet, children, teeth, mice, fish*).
- LACC.2.L.1.1.c Use reflexive pronouns (*e.g., myself, ourselves*).
- LACC.2.L.1.1.d Form and use the past tense of frequently occurring irregular verbs (*e.g., sat, hid, told*).
- LACC.2.L.1.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- LACC.2.L.1.1.f Produce, expand, and rearrange complete simple and compound *sentences* (*e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- LACC.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LACC.2.L.1.2.a Capitalize holidays, product names, and geographic names.
- LACC.2.L.1.2.b Use commas in greetings and closings of letters.
- LACC.2.L.1.2.c Use an apostrophe to form contractions and frequently occurring possessives.
- LACC.2.L.1.2.d Generalize learned spelling patterns when writing words (*e.g., cage → badge; boy → boil*).
- LACC.2.L.1.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- LACC.2.L.2 Knowledge of Language**
- LACC.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LACC.2.L.2.3.a Compare formal and informal uses of English.
- LACC.2.L.3 Vocabulary Acquisition and Use**
- LACC.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- LACC.2.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
- LACC.2.L.3.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (*e.g., happy/unhappy, tell/retell*).

LACC.2.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (<i>e.g., addition, additional</i>).
LACC.2.L.3.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (<i>e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
LACC.2.L.3.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LACC.2.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
LACC.2.L.3.5.a	Identify real-life connections between words and their use (<i>e.g., describe foods that are spicy or juicy</i>).
LACC.2.L.3.5.b	Distinguish shades of meaning among closely related verbs (<i>e.g., toss, throw, hurl</i>) and closely related adjectives (<i>e.g., thin, slender, skinny, scrawny</i>).
LACC.2.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (<i>e.g., When other kids are happy that makes me happy</i>).

Grade 2 Content/Pedagogy Indicators for Vocabulary Acquisition and Use

- There is an emphasis on listening and speaking vocabulary.
- Academic vocabulary is taught.
- Instruction is systematic, incorporating direct instruction of word meanings as well as developing students' ability to learn words indirectly from context.
- Oral language activities are part of each lesson.
- Activities for developing word knowledge are used.
- Students listen to the teacher read during each lesson with an emphasis on new vocabulary words, and, when appropriate, writing craft such as sentence rhythm using repetition and shorter and longer sentences to reinforce ideas on the page.
- Students have the opportunity in each lesson to engage in wide reading at their independent level.
- Instruction is systematic, incorporating direct instruction of word meanings as well as developing students' ability to learn words indirectly from context.
- Academic vocabulary is privileged for attention and is heavily emphasized in all materials.
- Academic words are chosen for emphasis based on the following research based criteria:
- Future utility i.e. likelihood of appearance in texts students will read in years to come;
- Being part of a word family; and
- Abstract in meaning so that the instructional time is merited.
- Conversely, concrete words whose meaning is easily derived from the story are not emphasized (school, bus, car, train, radio, bicycle) as students can pick these meanings up easily and often on the basis of their own efforts.
- Materials use games, jokes, puns and other forms of word play to enhance instruction and develop sense of joy about words

Reading Standards: Foundational Skills Grade 3

LACC.3.RF.3	Phonics and Word Recognition
LACC.3.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LACC.3.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.

- LACC.3.RF.3.3.b Decode words with common Latin suffixes.
- LACC.3.RF.3.3.c Decode multi-syllable words.
- LACC.3.RF.3.3.d Read grade-appropriate irregularly spelled words.

Grade 3 Content/Pedagogy Indicators for Phonics and Word Recognition

- Word parts (affixes, spelling patterns, etc.) are taught first and then incorporated into words, sentences, and connected text.
- High frequency word parts are taught first.
- The introduction of similar word parts is separated (ight/aight).
- There is an emphasis on reading multisyllabic words fluently.
- Students are taught to decode multisyllabic words using affixes.
- There are multiple opportunities for students to apply decoding strategies in reading connected text.

LACC.3.RF.4 Fluency

- LACC.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- LACC.3.RF.4.4.a Read on-level text with purpose and understanding.
- LACC.3.RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- LACC.3.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 Content/Pedagogy Indicators for Fluency

Fluency is reading at the appropriate rate to access deep meaning. Appropriate speed is based upon the type of text and purpose for reading. Students should be instructed to adjust for different text types and purposes.

The Oral Reading Fluency Target Rate that follows is the accepted rate for Florida instructional materials.

General fluency rates:

Oral Reading Fluency (ORF) Target Rate

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		10-30	30-60
2	30-60	50-80	70-90
3	50-90	70-100	80-110
4	70-110	80-120	100-120
5	80-120	100-120	110-120

Consider including the use of the adapted NAEP Fluency Rubric:

Fluent	Level 4	Some or most of the story is read with expression. Reads primarily in larger, meaningful phrases. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall substance of the story. Consistently preserves the author’s syntax.
	Level 3	Little or no expressive interpretation is present. Reads primarily in three- or four-word phrases. Some smaller groupings may be present. However, the majority of the phrasing seems appropriate and preserves the syntax of the author.
Nonfluent	Level 2	Some word-by-word reading may be present. Reads primarily in two-word phrases with some three- or four-word groupings. Phrasings may seem awkward and unrelated to the larger context of the sentence or passage.
	Level 1	Primarily reads word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

- Fluency practice is introduced after students are proficient at reading words accurately.
- Fluency building is a part of the daily lesson.
- Accuracy, rate, and prosody are emphasized.
- The teacher models prosody and understanding.

Reading Literature Standards: Grade 3

LACC.3.RL.1 Key Ideas and Details

- LACC.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LACC.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- LACC.3.RL.1.3 Describe characters in a *story* (e.g., *their traits, motivations, or feelings*) and explain how their actions contribute to the sequence of events.

LACC.3.RL.2 Craft and Structure

- LACC.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- LACC.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- LACC.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

LACC.3.RL.3 Integration of Knowledge and Ideas

- LACC.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., *create mood, emphasize aspects of a character or setting*).

- LACC.3.RL.3.8 (Not applicable to literature.)
 LACC.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (*e.g., in books from a series*).
- LACC.3.RL.4 Range of Reading and Level of Text Complexity**
 LACC.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Standards for Informational Text Grade 3

LACC.3.RI.1 Key Ideas and Details

- LACC.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LACC.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- LACC.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LACC.3.RI.2 Craft and Structure

- LACC.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- LACC.3.RI.2.5 Use text features and search tools (*e.g., key words, sidebars, hyperlinks*) to locate information relevant to a given topic efficiently.
- LACC.3.RI.2.6 Distinguish their own point of view from that of the author of a text.

LACC.3.RI.3 Integration of Knowledge and Ideas

- LACC.3.RI.3.7 Use information gained from illustrations (*e.g., maps, photographs*) and the words in a text to demonstrate understanding of the text (*e.g., where, when, why, and how key events occur*).
- LACC.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (*e.g., comparison, cause/effect, first/second/third in a sequence*).
- LACC.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

LACC.3.RI.4 Range of Reading and Level of Text Complexity

- LACC.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- SS.3.C.1.2 Describe how government gains power from the people.
- SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic duties.
- SC.3.N.1.3 Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.
- SC.3.N.1.4 Recognize the importance of communication among scientists.
- SC.3.N.1.5 Recognize that scientists question, discuss, and check each others' evidence and explanations.
- SC.3.N.1.6 Infer based on observation.

Writing Standards: Grade 3

LACC.3.W.1

Text Type and Purposes

LACC.3.W.1.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

LACC.3.W.1.1.a

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

LACC.3.W.1.1.b

Provide reasons that support the opinion.

LACC.3.W.1.1.c

Use linking words and phrases (*e.g., because, therefore, since, for example*) to connect opinion and reasons.

LACC.3.W.1.1.d

Provide a concluding statement or section.

LACC.3.W.1.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LACC.3.W.1.2.a

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

LACC.3.W.1.2.b

Develop the topic with facts, definitions, and details.

LACC.3.W.1.2.c

Use linking words and phrases (*e.g., also, another, and, more, but*) to connect ideas within categories of information.

LACC.3.W.1.2.d

Provide a concluding statement or section.

LACC.3.W.1.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LACC.3.W.1.3.a

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

LACC.3.W.1.3.b

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

LACC.3.W.1.3.c

Use temporal words and phrases to signal event order.

LACC.3.W.1.3.d

Provide a sense of closure.

LACC.3.W.2

Production and Distribution of Writing

LACC.3.W.2.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

(Grade-specific expectations for writing types are defined in standards 1-3 above.)

LACC.3.W.2.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

(Editing for conventions should demonstrate command of Language Standards 1–3.)

LACC.3.W.2.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

LACC.3.W.3

Research to Build and Present Knowledge

LACC.3.W.3.7

Conduct short research projects that build knowledge about a topic.

LACC.3.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

LACC.3.W.3.9

(Begins in Grade 4.)

LACC.3.W.4

Range in Writing

LACC.3.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 3 Content/Pedagogy Indicators for Writing

- Provide extensive descriptions, examples, and definitions in a section specifically designed for *teachers* to show how knowledge and choices of grammatical components are about how to express ideas, not learning rules.
- Show how a writer's style is determined by his or her choices of writing strategies in the development of traits such as voice, point of view, sentence structures, organization of ideas, choices of conventions, and language choice.

Speaking and Listening Standards: Grade 3

LACC.3.SL.1	Comprehension and Collaboration
LACC.3.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LACC.3.SL.1.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LACC.3.SL.1.1.b	Follow agreed-upon rules for discussions (<i>e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).
LACC.3.SL.1.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LACC.3.SL.1.1.d	Explain their own ideas and understanding in light of the discussion.
LACC.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LACC.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LACC.3.SL.2	Presentation of Knowledge and Ideas
LACC.3.SL.2.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LACC.3.SL.2.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LACC.3.SL.2.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards: Grade 3

LACC.3.L.1	Conventions of Standard English
LACC.3.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.3.L.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LACC.3.L.1.1.b	Form and use regular and irregular plural nouns.
LACC.3.L.1.1.c	Use abstract nouns (<i>e.g., childhood</i>).

LACC.3.L.1.1.d	Form and use regular and irregular verbs.
LACC.3.L.1.1.e	Form and use the simple (<i>e.g., I walked; I walk; I will walk</i>) verb tenses.
LACC.3.L.1.1.f	Ensure subject-verb and pronoun-antecedent agreement.
LACC.3.L.1.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LACC.3.L.1.1.h	Use coordinating and subordinating conjunctions.
LACC.3.L.1.1.i	Produce simple, compound, and complex sentences.
LACC.3.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.3.L.1.2.a	Capitalize appropriate words in titles.
LACC.3.L.1.2.b	Use commas in addresses.
LACC.3.L.1.2.c	Use commas and quotation marks in dialogue.
LACC.3.L.1.2.d	Form and use possessives.
LACC.3.L.1.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (<i>e.g., sitting, smiled, cries, happiness</i>).
LACC.3.L.1.2.f	Use spelling patterns and generalizations (<i>e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.
LACC.3.L.1.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LACC.3.L.2	Knowledge of Language
LACC.3.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LACC.3.L.2.3.a	Choose words and phrases for effect.
LACC.3.L.2.3.b	Recognize and observe differences between the conventions of spoken and written standard English.
LACC.3.L.3	Vocabulary Acquisition and Use
LACC.3.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LACC.3.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LACC.3.L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (<i>e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
LACC.3.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (<i>e.g., company, companion</i>).
LACC.3.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LACC.3.L.3.5	Demonstrate command of the understanding of word relationships and nuances in word meanings.
LACC.3.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (<i>e.g., take steps</i>).
LACC.3.L.3.5.b	Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>).
LACC.3.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>).

LACC.3.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (*e.g., After dinner that night we went looking for them*).

Grade 3 Content/Pedagogy Indicators for Vocabulary

- There is an emphasis on reading and writing vocabulary.
- Vocabulary is taught directly and indirectly.
- The teacher reads with an emphasis on new words for vocabulary study in each lesson.
- Activities for developing word knowledge are used.
- Students are exposed to diverse vocabulary through listening and reading stories and informational text.
- Students have the opportunity to read text at their independent level by themselves in each lesson.

Reading Standards: Foundational Skills Grade 4

LACC.4.RF.3 Phonics and Word Recognition

LACC.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

LACC.4.RF.3.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (*e.g., roots and affixes*) to read accurately unfamiliar multisyllabic words in context and out of context.

Grade 4 Content/Pedagogy Indicators for Phonics and Word Recognition

- The limitations of structural analysis are made clear.
- There are activities for distinguishing and interpreting words with multiple meanings.
- The program includes word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases.
- Words used in word analysis activities are also found in the student text.
- During the lesson, after students have been taught word analysis strategies, these strategies are applied to reading and interpreting familiar decodable connected text.
- There is ample unfamiliar decodable text to provide practice with word analysis strategies.
- There are ample opportunities to read multisyllabic words daily.
- There is a section of the program devoted to word study.
- The program includes spelling strategies (*e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities*).

LACC.4.RF.4 Fluency

LACC.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

LACC.4.RF.4.4.a Read on-level text with purpose and understanding.

LACC.4.RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

LACC.4.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4 Content/Pedagogy Indicators for Fluency

Fluency is reading at the appropriate rate to access deep meaning. Appropriate speed is based upon the type of text and purpose for reading. Students should be instructed to adjust for different text types and purposes.

The Oral Reading Fluency Target Rate that follows is the accepted rate for Florida instructional materials. General fluency rates:

Oral Reading Fluency (ORF) Target Rate

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		10-30	30-60
2	30-60	50-80	70-90
3	50-90	70-100	80-110
4	70-110	80-120	100-120
5	80-120	100-120	110-120

Consider including the use of the adapted NAEP Fluency Rubric:

Fluent	Level 4	Some or most of the story is read with expression. Reads primarily in larger, meaningful phrases. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall substance of the story. Consistently preserves the author’s syntax.
	Level 3	Little or no expressive interpretation is present. Reads primarily in three- or four-word phrases. Some smaller groupings may be present. However, the majority of the phrasing seems appropriate and preserves the syntax of the author.
Nonfluent	Level 2	Some word-by-word reading may be present. Reads primarily in two-word phrases with some three- or four-word groupings. Phrasings may seem awkward and unrelated to the larger context of the sentence or passage.
	Level 1	Primarily reads word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

- Fluency building is a part of each day’s lesson.
- Fluency-based instruction focuses on developing accuracy, rate, and prosody.
- Fluency building routines include goal setting to measure and increase word-level fluency instruction and practice, reading accuracy and passage reading rate, teacher or peer feedback, and timed readings with text understanding.
- Fluency is assessed regularly.
- Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional) are provided.
- There are opportunities to read narrative and expository text aloud.
- Research-based fluency strategies are included.

Reading Standards for Literature Grade 4

LACC.4.RL.1	Key Ideas and Details
LACC.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LACC.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LACC.4.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (<i>e.g., a character's thoughts, words, or actions</i>).
LACC.4.RL.2	Craft and Structure
LACC.4.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (<i>e.g., Herculean</i>).
LACC.4.RL.2.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (<i>e.g., verse, rhythm, meter</i>) and drama (<i>e.g., casts of characters, settings, descriptions, dialogue, stage directions</i>) when writing or speaking about a text.
LACC.4.RL.2.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LACC.4.RL.3	Integration of Knowledge and Ideas
LACC.4.RL.3.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LACC.4.RL.3.8	(Not applicable to literature.)
LACC.4.RL.3.9	Compare and contrast the treatment of similar themes and topics (<i>e.g., opposition of good and evil</i>) and patterns of events (<i>e.g., the quest</i>) in stories, myths, and traditional literature from different cultures.
LACC.4.RL.4	Range of Reading and Level of Text Complexity
LACC.4.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text Grade 4

LACC.4.RI.1	Key Ideas and Details
LACC.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LACC.4.RI.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LACC.4.RI.1.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LACC.4.RI.2	Craft and Structure
LACC.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LACC.4.RI.2.5	Describe the overall structure (<i>e.g., chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in a text or part of a text.

LACC.4.RI.2.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LACC.4.RI.3 LACC.4.RI.3.7	Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (<i>e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages</i>) and explain how the information contributes to an understanding of the text in which it appears.
LACC.4.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text.
LACC.4.RI.3.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LACC.4.RI.4 LACC.4.RI.4.10	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.
SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.
SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.
SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.
SC.4.N.1.6	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

Writing Standards: Grade 4

LACC.4. W.1 LACC.4.W.1.1	Test Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LACC.4.W.1.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
LACC.4.W.1.1.b	Provide reasons that are supported by facts and details.
LACC.4.W.1.1.c	Link opinion and reasons using words and <i>phrases</i> (<i>e.g., for instance, in order to, in addition</i>).
LACC.4.W.1.1.d	Provide a concluding statement or section related to the opinion presented.
LACC.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LACC.4.W.1.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (<i>e.g., headings</i>), illustrations, and multimedia when useful to aiding comprehension.
LACC.4.W.1.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- LACC.4.W.1.2.c Link ideas within categories of information using words and phrases (*e.g., another, for example, also, because*).
- LACC.4.W.1.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LACC.4.W.1.2.e Provide a concluding statement or section related to the information or explanation presented.
- LACC.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LACC.4.W.1.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- LACC.4.W.1.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- LACC.4.W.1.3.c Use a variety of transitional words and phrases to manage the sequence of events.
- LACC.4.W.1.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- LACC.4.W.1.3.e Provide a conclusion that follows from the narrated experiences or events.

LACC.4.W.2

Production and Distribution of Writing

- LACC.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- LACC.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
- LACC.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

LACC.4.W.3

Research to Build and Present Knowledge

- LACC.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- LACC.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- LACC.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LACC.4.W.3.9.a Apply grade 4 Reading standards to literature (*e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”*).
- LACC.4.W.3.9.b Apply grade 4 Reading standards to informational texts (*e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”*).

LACC.4.W.4

Range of Writing

- LACC.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 4 Content/Pedagogy Indicators for Writing

- Provide extensive descriptions, examples, and definitions in a section specifically designed for *teachers* to show how knowledge and choices of grammatical components are about how to express ideas, not learning rules.
- Show how a writer's style is determined by his or her choices of writing strategies in the development of traits such as voice, point of view, sentence structures, organization of ideas, choices of conventions, and language choice.

Speaking and Listening Standards: Grade 4

LACC.4.SL.1	Comprehension and Collaboration
LACC.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LACC.4.SL.1.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LACC.4.SL.1.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
LACC.4.SL.1.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LACC.4.SL.1.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LACC.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LACC.4.SL.1.3	Identify the reasons and evidence a speaker provides to support particular points.
LACC.4.SL.2	Presentation of Knowledge and Ideas
LACC.4.SL.2.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LACC.4.SL.2.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LACC.4.SL.2.6	Differentiate between contexts that call for formal English (<i>e.g., presenting ideas</i>) and situations where informal discourse is appropriate (<i>e.g., small-group discussion</i>); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

Language Standards: Grade 4

LACC.4.L.1	Conventions of Standard English
LACC.4.L.1.1	Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.
LACC.4.L.1.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LACC.4.L.1.1.b	Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses.
LACC.4.L.1.1.c	Use modal auxiliaries (<i>e.g., can, may, must</i>) to convey various conditions.

LACC.4.L.1.1.d	Order adjectives within sentences according to conventional patterns (<i>e.g., a small red bag rather than a red small bag</i>).
LACC.4.L.1.1.e	Form and use prepositional phrases.
LACC.4.L.1.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LACC.4.L.1.1.g	Correctly use frequently confused words (<i>e.g., to, too, two; there, their</i>).
LACC.4.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.4.L.1.2.a	Use correct capitalization.
LACC.4.L.1.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
LACC.4.L.1.2.c	Use a comma before a coordinating conjunction in a compound sentence.
LACC.4.L.1.2.d	Spell grade-appropriate words correctly, consulting references as needed.

LACC.4.L.2

Knowledge of Language

LACC.4.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LACC.4.L.2.3.a	Choose words and phrases to convey ideas precisely.
LACC.4.L.2.3.b	Choose punctuation for effect.
LACC.4.L.2.3.c	Differentiate between contexts that call for formal English (<i>e.g., presenting ideas</i>) and situations where informal discourse is appropriate (<i>e.g., small-group discussion</i>).

LACC.4.L.3

Vocabulary Acquisition and Use

LACC.4.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LACC.4.L.3.4.a	Use context (<i>e.g., definitions, examples, or restatements in text</i>) as a clue to the meaning of a word or phrase.
LACC.4.L.3.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (<i>e.g., telegraph, photograph, autograph</i>).
LACC.4.L.3.4.c	Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LACC.4.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LACC.4.L.3.5.a	Explain the meaning of simple similes and metaphors (<i>e.g., as pretty as a picture</i>) in context.
LACC.4.L.3.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
LACC.4.L.3.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LACC.4.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (<i>e.g., quizzed, whined, stammered</i>) and that are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered when discussing animal preservation</i>).

Grade 4 Content/Pedagogy Indicators for Vocabulary

- There is a component that incorporates reading and writing vocabulary.
- Systematic and explicit instruction in morphemic analysis is provided to support building word meaning through knowledge of root words, prefixes, and suffixes.
- High level terminology is used to bring richness of language to the classroom.
- There are ample activities provided to practice writing vocabulary in context.
- There are opportunities for wide independent reading in each lesson.
- There is repeated exposure to vocabulary in many contexts.
- There is frequent use of teacher read alouds using complex text with embedded explanation and instruction.
- Diverse vocabulary through listening and reading stories and informational text is provided.
- A limited number of words are selected for robust, explicit vocabulary instruction.
- Sources of vocabulary instruction include words from read aloud stories, words from core reading programs, words from reading intervention programs, and words from content area instruction.
- Only important (words needed to know to understand a concept or text), useful (words that may be encountered many times), and difficult words (multiple meanings, idioms) are taught.
- Vocabulary words are reviewed cumulatively (for example: words are selected for instruction that are unknown, critical to passage understanding, and likely to be encountered in the future).
- Ample opportunities to engage in oral vocabulary activities are provided.
- Student-friendly explanations as well as dictionary definitions are used.
- Word-learning strategies are taught.
- The instructional routine for vocabulary includes: introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding.
- Ample opportunities to use word-learning strategies are provided.
- Word awareness is introduced through the use of word walls, vocabulary logs, and practice activities which are engaging, provide multiple exposures, encourage deep processing, and connect word meaning to prior knowledge.
- Vocabulary is taught both directly and indirectly.
- Rich contexts for vocabulary learning are provided.
- Repetition and multiple exposures to vocabulary items are prevalent.
- Vocabulary tasks are restructured when necessary.

Reading Standards Foundational Skills: Grade 5

LACC.5.RF.3

LACC.5.RF.3.3

LACC.5.RF.3.3.a

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (*e.g., roots and affixes*) to read accurately unfamiliar multisyllabic words in context and out of context.

Grade 5 Content/Pedagogy Indicators for Phonics and Word Recognition

- The instruction progresses from easier word analysis activities to more difficult.
- Word analysis is only a small portion of each lesson (10 to 20 minutes).
- The program emphasizes the use of grade appropriate dictionaries and student-friendly explanations.
- There is explicit instruction in the use and weaknesses of context clues to determine word meaning.
- Explicit instruction in the meanings of roots and affixes is provided, and there are activities for students to manipulate common roots and affixes to analyze the relationship of spelling to meaning of complex words.
- Word parts that occur with high frequency (such as un, re, and in) are introduced over those that occur only in a few words.
- The limitations of structural analysis are made clear.
- There are activities for distinguishing and interpreting words with multiple meanings.
- The program includes word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases.
- Words used in word analysis activities are also found in the student text.
- During the lesson, after students have been taught word analysis strategies, these strategies are applied to reading and interpreting familiar decodable connected text.
- There is ample unfamiliar decodable text to provide practice with word analysis strategies in each lesson.
- There are ample opportunities to read multisyllabic words weekly (every 5 lessons).
- There is a section of the program devoted to word study.
- The program includes spelling strategies (*e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities*).

LACC.5.RF.4

Fluency

LACC.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

LACC.5.RF.4.4.a Read on-level text with purpose and understanding.

LACC.5.RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.

LACC.5.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 Content/Pedagogy Indicators for Fluency

Fluency is reading at the appropriate rate to access deep meaning. Appropriate speed is based upon the type of text and purpose for reading. Students should be instructed to adjust for different text types and purposes.

The Oral Reading Fluency Target Rate that follows is the accepted rate for Florida instructional materials.

General fluency rates:

Oral Reading Fluency (ORF) Target Rate

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		10-30	30-60
2	30-60	50-80	70-90
3	50-90	70-100	80-110
4	70-110	80-120	100-120
5	80-120	100-120	110-120

Consider including the use of the adapted NAEP Fluency Rubric:

Fluent	Level 4	Some or most of the story is read with expression. Reads primarily in larger, meaningful phrases. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall substance of the story. Consistently preserves the author’s syntax.
	Level 3	Little or no expressive interpretation is present. Reads primarily in three- or four-word phrases. Some smaller groupings may be present. However, the majority of the phrasing seems appropriate and preserves the syntax of the author.
Nonfluent	Level 2	Some word-by-word reading may be present. Reads primarily in two-word phrases with some three- or four-word groupings. Phrasings may seem awkward and unrelated to the larger context of the sentence or passage.
	Level 1	Primarily reads word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

- Fluency building is a part of each day’s lesson.
- Fluency-based instruction focuses on developing accuracy, rate, and prosody.
- Fluency-building routines include goal setting to measure and increase word-level fluency instruction and practice, reading accuracy and passage reading rate, teacher or peer feedback, and timed readings.
- Fluency is assessed regularly.
- Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional) are provided.
- There are opportunities to read narrative and expository text aloud.
- Research-based fluency strategies are included

Reading Standards for Literature: Grade 5

LACC.5.RL.1	Key Ideas and Details
LACC.5.RL.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LACC.5.RL.1.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LACC.5.RL.1.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (<i>e.g., how characters interact</i>).
LACC.5.RL.2	Craft and Structure
LACC.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LACC.5.RL.2.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LACC.5.RL.2.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
LACC.5.RL.3	Integration of Knowledge and Ideas
LACC.5.RL.3.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (<i>e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem</i>).
LACC.5.RL.3.8	(Not applicable to literature.)
LACC.5.RL.3.9	Compare and contrast stories in the same genre (<i>e.g., mysteries and adventure stories</i>) on their approaches to similar themes and topics.
LACC.5.RL.4	Range of Reading and Level and Text Complexity
LACC.5.RL.4.10	By the end of year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Informational Text: Grade 5

LACC.5.RI.1	Key Ideas and Details
LACC.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LACC.5.RI.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LACC.5.RI.1.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LACC.5.RI.2	Craft and Structure
LACC.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

LACC.5.RI.2.5	Compare and contrast the overall structure (<i>e.g., chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in two or more texts.
LACC.5.RI.2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LACC.5.RI.3	Integration of Knowledge and Ideas
LACC.5.RI.3.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LACC.5.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LACC.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LACC.5.RI.4	Range of Reading and Level of Text Complexity
LACC.5.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
SS.5.C. 1.1	Explain how and why the United States government was created.
SS.5.C.1.3	Explain the definition and origin of rights.
SS.5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
SC.5.N.1.3	Recognize and explain the need for repeated experimental trials.
SC.5.N.1.4	Identify a control group and explain its importance in an experiment.
SC.5.N.1.5	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."
SC.5.N.1.6	Recognize and explain the difference between personal opinion/interpretation and verified observation.

Writing Standards: Grade 5

LACC.5.W.1	Test Types and Purposes
LACC.5.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LACC.5.W.1.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LACC.5.W.1.1.b	Provide logically ordered reasons that are supported by facts and details.
LACC.5.W.1.1.c	Link opinion and reasons using words, phrases, and clauses (<i>e.g., consequently, specifically</i>).
LACC.5.W.1.1.d	Provide a concluding statement or section related to the opinion presented.
LACC.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LACC.5.W.1.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (<i>e.g., headings</i>), illustrations, and multimedia when useful to aiding comprehension.
LACC.5.W.1.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LACC.5.W.1.2.c	Link ideas within and across categories of information using words, phrases, and clauses (<i>e.g., in contrast, especially</i>).

LACC.5.W.1.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.5.W.1.2.e	Provide a concluding statement or section related to the information or explanation presented.
LACC.5.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LACC.5.W.1.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LACC.5.W.1.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LACC.5.W.1.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LACC.5.W.1.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LACC.5.W.1.3.e	Provide a conclusion that follows from the narrated experiences or events.
LACC.5.W.2	Production and Distribution of Writing
LACC.5.W.2.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
LACC.5.W.2.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
LACC.5.W.2.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LACC.5.W.3	Research to Build and Present Knowledge
LACC.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LACC.5.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LACC.5.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LACC.5.W.3.9.a	Apply grade 5 Reading standards to literature (<i>e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”</i>).
LACC.5.W.3.9.b	Apply grade 5 Reading standards to informational texts (<i>e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”</i>).
LACC.5.W.4	Range of Writing
LACC.5.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 5 Content/Pedagogy Indicators for Writing

- Provide extensive descriptions, examples, and definitions in a section specifically designed for *teachers* to show how knowledge and choices of grammatical components are about how to express ideas, not learning rules.
- Show how a writer's style is determined by his or her choices of writing strategies in the development of traits such as voice, point of view, sentence structures, organization of ideas, choices of conventions, and language choice.

Speaking and Listening Standards: Grade 5

LACC.5.SL.1

Comprehension and Collaboration

LACC.5.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LACC.5.SL.1.1.a

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

LACC.5.SL.1.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

LACC.5.SL.1.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

LACC.5.SL.1.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

LACC.5.SL.1.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LACC.5.SL.1.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

LACC.5.SL.2

Presentation of Knowledge and Ideas

LACC.5.SL.2.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LACC.5.SL.2.5

Include multimedia components (*e.g., graphics, sound*) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LACC.5.SL.2.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Language Standards: Grade 5

LACC.5.L.1

Conventions of Standard English

LACC.5.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.5.L.1.1.a

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

LACC.5.L.1.1.b

Form and use the perfect (*e.g., I had walked; I have walked; I will have walked*) verb tenses.

LACC.5.L.1.1.c	Use verb tense to convey various times, sequences, states, and conditions.
LACC.5.L.1.1.d	Recognize and correct inappropriate shifts in verb tense.
LACC.5.L.1.1.e	Use correlative conjunctions (<i>e.g., either/or, neither/nor</i>).
LACC.5.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.5.L.1.2.a	Use punctuation to separate items in a series.
LACC.5.L.1.2.b	Use a comma to separate an introductory element from the rest of the sentence.
LACC.5.L.1.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (<i>e.g., Yes, thank you</i>), to set off a tag question from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>).
LACC.5.L.1.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
LACC.5.L.1.2.e	Spell grade-appropriate words correctly, consulting references as needed.
LACC.5.L.2	Knowledge of Language
LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LACC.5.L.2.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LACC.5.L.2.3.b	Compare and contrast the varieties of English (<i>e.g., dialects, registers</i>) used in stories, dramas, or poems.
LACC.5.L.3	Vocabulary Acquisition and Use
LACC.5.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LACC.5.L.3.4.a	Use context (<i>e.g., cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.
LACC.5.L.3.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (<i>e.g., photograph, photosynthesis</i>).
LACC.5.L.3.4.c	Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LACC.5.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LACC.5.L.3.5.a	Interpret figurative language, including similes and metaphors, in context.
LACC.5.L.3.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
LACC.5.L.3.5.c	Use the relationship between particular words (<i>e.g., synonyms, antonyms, homographs</i>) to better understand each of the words.
LACC.5.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (<i>e.g., however, although, nevertheless, similarly, moreover, in addition</i>).

Grade 5 Content/Pedagogy Indicators for Vocabulary

- There is a component that incorporates reading and writing vocabulary.
- Systematic and explicit instruction in morphemic analysis is provided to support building word meaning through knowledge of root words, prefixes, and suffixes.

- High level terminology is used to bring richness of language to the classroom.
- There are ample activities provided to practice writing vocabulary in context.
- There are opportunities for wide independent reading in each lesson.
- There is repeated exposure to vocabulary in many contexts.
- There is frequent use of teacher read alouds using complex text with embedded explanation and instruction.
- Diverse vocabulary through listening and reading stories and informational text is provided.
- A limited number of words are selected for robust, explicit vocabulary instruction.
- Sources of vocabulary instruction include words from read aloud stories, words from core reading programs, words from reading intervention programs, and words from content area instruction.
- Only important (words needed to know to understand a concept or text), useful (words that may be encountered many times), and difficult words (multiple meanings, idioms) are taught.
- Vocabulary words are reviewed cumulatively (for example; are words selected for instruction that are unknown, critical to passage understanding, and likely to be encountered in the future).
- Ample opportunities to engage in oral vocabulary activities are provided.
- Student-friendly explanations as well as dictionary definitions are used.
- Word-learning strategies are taught.
- The instructional routine for vocabulary includes: introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding.
- Ample opportunities to use word-learning strategies are provided.
- Word awareness is introduced through the use of word walls, vocabulary logs, and practice activities which are engaging, provide multiple exposures, encourage deep processing and connect word meaning to prior knowledge.
- Vocabulary is taught both directly and indirectly.
- Rich contexts for vocabulary learning are provided.
- Repetition and multiple exposures to vocabulary items are prevalent.
- Vocabulary tasks are restructured when necessary.

K-5 COMPREHENSIVE INTERVENTION READING PROGRAM

Comprehensive Intervention Reading Programs (CIRP) are intended for students who are reading one or more years below grade level, and who are having difficulty with a broad range of reading skills. Comprehensive Intervention Reading Programs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension) integrated into a coherent instructional design. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. Comprehensive Intervention Reading Programs provide instruction that is more intensive, explicit, systematic, and more motivating than instruction students have previously received. These programs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

Florida will accept Comprehensive Intervention Reading Programs that meet the definition above and are designed for any elementary combination of grade levels K-5. For example, a Comprehensive Intervention Reading Program may address K-2, K-5, 3-5 or any other combination.

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

The overall instructional design will include the following:

- Clearly stated learning goals and objectives.
- Resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the intervention (*e.g., articles, explanations in the teacher manuals, references, reliable websites*).
- Explicit and systematic instruction.
- A coherent instructional design (*e.g., the five components of reading are clearly linked within as well as across each component*).
- All five components of reading taught in an integrated approach in each lesson.
- Instruction in spelling, writing, oral language, and listening comprehension.
- Consistent “teacher friendly” instructional routines, including teacher-led presentations, explanations, demonstrations, and correction procedures.
- Frequent reading of text, text discussions, and writing in response to reading.
- Lessons that are highly detailed to ensure effective implementation.
- Student materials that are aligned with instruction.
- A logical organization to the materials.
- Ample student practice opportunities.
- Reading activities (*e.g., centers, stations*) that are connected and delivered in a cohesive manner.
- Activities in the lessons that reflect their corresponding objectives.
- Prompts for teachers to provide immediate feedback.
- Specific scaffolding instruction that is a prominent part of the lessons.
- Differentiated instruction that is prominent, with specific instructions for differentiating.
- Guidelines and materials for flexible grouping.
- Multiple entry point options into the program based on student abilities should be provided.
- Instruction that provides for English Language Learners (ELL).

Phonological Awareness Instruction

- Instruction that progresses from easier phonological awareness activities to more difficult phonological awareness activities.
- Phonological awareness that starts with larger units (words and syllables) and progresses to smaller units (phonemes).
- Phonological awareness that starts with rhyming and progresses to phoneme isolation, blending, segmenting and manipulation.
- Phonological awareness that starts with shorter words and progresses to longer words.
- Phonological awareness that is taught explicitly in each lesson.
- Phonological awareness that is only a small portion of the daily lesson (no more than 20 minutes a day).
- Activities that follow the continuum of word types (beginning with short words that contain 2 or 3 phonemes).
- Teacher modeling of phonological awareness as well as guided practice.
- A sound pronunciation guide.
- Intervention that begins instruction using auditory phonological awareness activities (without use of letters).

- Phonological awareness instruction that is linked with phonics instruction: phonological awareness activities that include the use of letters (placing letters in Elkonin boxes for example) to help students make the connection between sounds and print (the alphabetic principle).
- Instructions that make it clear that the teacher should not begin including letters with phonological awareness activities until the student has acquired phonological awareness.
- Auditory rhyming activities (recognition and production) and alliteration activities.
- Prompts for students to count the number of words in spoken sentences.
- Activities that involve counting the number of syllables in a word (blending first and then segmenting).
- Activities for students to blend onsets and rimes.
- Phoneme isolation that is in the following order: initial, final and medial.
- Activities using Elkonin boxes, counters, tiles, fingers, auditory cues for blending, segmenting, and manipulating phonemes.
- Words that are used in phonological awareness activities are connected to later word lists and text readings for a cohesive approach.
- Supports for the teacher to determine when oral language phonological awareness activities should drop out of the curriculum.
- Sound pronunciation, distortion of stop sounds, holding out continuous sounds.

Phonics Instruction

- Letter-sounds introduced explicitly.
- Letter-sounds introduced systematically.
- Letter-sound correspondences taught to mastery, reviewed frequently, and applied in connected text.
- Procedures for immediate, constructive feedback provided in teacher edition.
- Sequencing of letter-sound introduction that reduces confusion and emphasizes utility (*e.g., auditorily and visually confusing letters and letter sounds are separated (b/d; f/v).*)
- Words that only include letters and sounds the students have already learned initially.
- Ample decodable text to provide students practice in applying their skills with phonic elements (word lists and connected text).
- The symbol to sound association (decoding) and the sound to symbol association (spelling) taught explicitly.
- Spelling instruction during word learning so students are able to make the connection of how sounds map onto print.
- Vocabulary instruction during word learning so students are able to make meaning of the word.
- Clarification that high frequency words can be both regular and irregular words.
- Difficult, irregular and high frequency words reviewed often and cumulatively.
- Direct instruction of high frequency irregular words and student encouragement to use decoding strategies for parts of irregular words that are decodable.
- Irregular words kept to a minimum in beginning instruction, using only high utility irregular words at first to prevent the student from being confused or overwhelmed.
- Irregular words that look highly similar are separated (*e.g., where-were; of-off).*
- Beginning passages that contain only irregular words that have been previously taught.
- Text in which the irregular words being taught are evident.
- Phonic and structural analysis (advanced phonics skills) taught explicitly, first in isolation and then in words and connected text.

- Explicit instruction on how to analyze and blend one syllable words and multisyllabic words with larger phonic elements such as prefixes, suffixes, syllables.
- An emphasis on reading multisyllabic words fluently.
- The introduction of harder affixes and longer multisyllabic words introduced as the students advance (late second and third grade).
- Instruction in the strategy of chunking when trying to decode multisyllabic words.

Fluency Instruction

Fluency is reading at the appropriate rate to access deep meaning. Appropriate speed is based upon the type of text and purpose for reading. Students should be instructed to adjust for different text types and purposes. The Oral Reading Fluency Target Rate that follows is the accepted rate for Florida instructional materials.

General fluency rates:

Oral Reading Fluency (ORF) Target Rate

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		10-30	30-60
2	30-60	50-80	70-90
3	50-90	70-100	80-110
4	70-110	80-120	100-120
5	80-120	100-120	110-120

Consider including the use of the adapted NAEP Fluency Rubric:

Fluent	Level 4	Some or most of the story is read with expression. Reads primarily in larger, meaningful phrases. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall substance of the story. Consistently preserves the author’s syntax.
	Level 3	Little or no expressive interpretation is present. Reads primarily in three- or four-word phrases. Some smaller groupings may be present. However, the majority of the phrasing seems appropriate and preserves the syntax of the author.
Nonfluent	Level 2	Some word-by-word reading may be present. Reads primarily in two-word phrases with some three- or four-word groupings. Phrasings may seem awkward and unrelated to the larger context of the sentence or passage.
	Level 1	Primarily reads word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

- Fluency practice that is introduced after students are proficient at reading words accurately (in word lists, sentences or passages).
- All dimensions of fluency (speed, accuracy, expression) with text understanding.
- Research-based fluency strategies (*e.g., repeated readings, peer reading*).
- Opportunities for the teacher to model prosody through Read Alouds.
- Fluency instruction that has a focus on text understanding, and involves the teacher giving feedback to students occurs on a regular basis (weekly – every five lessons).
- Guidelines for selecting texts for different purposes (*e.g. more complex text for a Read Aloud, simpler text that connects to phonics instruction*).
- Fluency-building passages that include a high percentage of regular words.
- Explicit strategies taught as students transition from reading words in lists to reading connected text.
- Irregular words taught to be recognized by sight.
- Opportunities during text reading for the students to reread the text.
- Opportunities for students to read text orally so teachers hear whether or not they apply the skills they are learning.
- Fluency assessments for progress monitoring.

Vocabulary Instruction

- Useful words, important words, and difficult words taught directly.
- Multiple opportunities for students to work with new words in reading sentences, paragraphs, and text.
- Opportunities for students to use new words in their writing.
- Previously introduced words cumulatively reviewed.
- Meanings of prefixes and suffixes taught before connecting them to words.
- Instruction in strategies to determine word meanings.
- Inclusion of various aspects of word study, either under vocabulary or word recognition (*e.g., concepts and word meanings, multiple meanings, morphemic analysis, synonyms, antonyms, homonyms, etymologies, and figurative meanings*).
- Various word learning strategies directly taught to develop word knowledge (*e.g., concept definition mapping, Frayer model, semantic feature analysis, and semantic mapping*).
- Instruction in strategies to ensure understanding of the strategy process.

Comprehension Instruction

Grades K-2:

It is critical that curriculum materials assist teachers in staying focused on the primary goals in reading: that students become proficient decoders and fluent readers, and that they develop a firm grasp on the notion that thinking and reading go on at the same time.

A great concern with existing K-2 materials is that they far too quickly slot students into leveled texts in which the texts are often easier and the vocabulary simpler. In responding to the needs of students who are farthest behind, materials should reduce the complexity of the text or vocabulary as a last resort. The Common Core State Standards require that all students get substantial practice working with grade level text, even if some students require additional scaffolding and support. This additional support may include vocabulary support, more time with grade level text, as well as practice with lower level text.

However, this additional work should not replace extensive classroom practice with texts at or above grade level, and all intervention programs should be designed to accelerate students rapidly towards independent reading of grade level text. Materials for students' independent reading within and outside of school should include texts at students' own reading level, but students should also be challenged to read on their own texts with complexity levels that will stretch them. The use of leveled text for students who are behind does not deny them substantial exposure to grade level text and vocabulary.

In addition, K-2 materials tend to focus more heavily on literature rather than informational text. The Common Core State Standards call for a much greater emphasis on informational text. They call for elementary curriculum materials to be a mix of 50 percent informational and 50 percent narrative text. These materials should build a coherent body of knowledge and seek to deepen that knowledge systematically within and across grades.

K-2 READING LITERATURE

Kindergarten

LACC.K.RL.1

LACC.K.RL.1.1

LACC.K.RL.1.2

LACC.K.RL.1.3

Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text.

With prompting and support, retell familiar stories, including key details.

With prompting and support, identify characters, settings, and major events in a story.

LACC.K.RL.2

LACC.K.RL.2.4

LACC.K.RL.2.5

LACC.K.RL.2.6

Craft and Structure

Ask and answer questions about unknown words in a text.

Recognize common types of texts (*e.g., storybooks, poems*).

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

LACC.K.RL.3

LACC.K.RL.3.7

LACC.K.RL.3.8

LACC.K.RL.3.9

Integration of Knowledge and Ideas

With prompting and support, describe the relationship between illustrations and the story in which they appear (*e.g., what moment in a story an illustration depicts*).

(Not applicable to literature.)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LACC.K.RL.4

LACC.K.RL.4.10

Range of Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding.

Grade 1

LACC.1.RL.1

LACC.1.RL.1.1

LACC.1.RL.1.2

LACC.1.RL.1.3

Key Ideas and Details

Ask and answer questions about key details in a text.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Describe characters, settings, and major events in a story, using key details.

LACC.1.RL.2

LACC.1.RL.2.4

Craft and Structure

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- LACC.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- LACC.1.RL.2.6 Identify who is telling the story at various points in a text.
- LACC.1.RL.3 Integration of Knowledge and Ideas**
 LACC.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.
 LACC.1.RL.3.8 (Not applicable to literature.)
 LACC.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.
- LACC.1.RL.4 Range of Reading and Level of Text Complexity**
 LACC.1.RL.4.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Grade 2

- LACC.2.RL.1 Key Ideas and Details**
 LACC.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 LACC.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
 LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.
- LACC.2.RL.2 Craft and Structure**
 LACC.2.RL.2.4 Describe how words and phrases (*e.g., regular beats, alliteration, rhymes, repeated lines*) supply rhythm and meaning in a story, poem, or song.
 LACC.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 LACC.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- LACC.2.RL.3 Integration of Knowledge and Ideas**
 LACC.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
 LACC.2.RL.3.8 (Not applicable to literature.)
 LACC.2.RL.3.9 Compare and contrast two or more versions of the same story (*e.g., Cinderella stories*) by different authors or from different cultures.
- LACC.2.RL.4 Range of Reading and Level of Text Complexity**
 LACC.2.RL.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

K-2 READING INFORMATIONAL TEXT

Kindergarten

- LACC.K.RI.1 Key Ideas and Details**
 LACC.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.
 LACC.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.
 LACC.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

LACC.K.RI.2	Craft and Structure
LACC.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.
LACC.K.RI.2.5	Identify the front cover, back cover, and title page of a book.
LACC.K.RI.2.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LACC.K.RI.3	Integration of Knowledge and Ideas
LACC.K.RI.3.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (<i>e.g., what person, place, thing, or idea in the text an illustration depicts</i>).
LACC.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.
LACC.K.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>).
LACC.K.RI.4	Range of Reading and Level of Text Complexity
LACC.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.

Grade 1

LACC.1.RI.1	Key Ideas and Details
LACC.1.RI.1.1	Ask and answer questions about key details in a text.
LACC.1.RI.1.2	Identify the main topic and retell key details of a text.
LACC.1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LACC.1.RI.2	Craft and Structure
LACC.1.RI.2.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LACC.1.RI.2.5	Know and use various text features (<i>e.g., headings, tables of contents, glossaries, electronic menus, icons</i>) to locate key facts or information in a text.
LACC.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LACC.1.RI.3	Integration of Knowledge and Ideas
LACC.1.RI.3.7	Use the illustrations and details in a text to describe its key ideas.
LACC.1.RI.3.8	Identify the reasons an author gives to support points in a text.
LACC.1.RI.3.9	Identify basic similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>).
LACC.1.RI.4	Range of Reading and Level of Text Complexity
LACC.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1.

Grade 2

LACC.2.RI.1	Key Ideas and Details
LACC.2.RI.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LACC.2.RI.1.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
LACC.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LACC.2.RI.2	Craft and Structure
LACC.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LACC.2.RI.2.5	Know and use various text features (<i>e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons</i>) to locate key facts or information in a text efficiently.
LACC.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LACC.2.RI.3	Integration of Knowledge and Ideas
LACC.2.RI.3.7	Explain how specific images (<i>e.g., a diagram showing how a machine works</i>) contribute to and clarify a text.
LACC.2.RI.3.8	Describe how reasons support specific points the author makes in a text.
LACC.2.RI.3.9	Compare and contrast the most important points presented by two texts on the same topic.
LACC.2.RI.4	Range of Reading and Level of Text Complexity
LACC.2.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Comprehension Instruction

Grades 3-5

The Common Core State Standards require students to read increasingly complex texts with increasing independence as they progress towards career and college readiness.

All students, including students who are behind, have extensive opportunities to encounter and comprehend grade-level text as required by the Standards. Materials aligned with the Common Core State Standards must provide extensive opportunities for all students to engage in sufficiently complex text, although some will need more scaffolding to do so. In responding to the needs of students who are farthest behind, materials should reduce the complexity of the text as a last resort. There is flexibility for curriculum developers and teachers to build progressions of more complex text within grade-level bands that overlap to a limited degree with earlier bands (*e.g., 4-5*). In addition to classroom work on texts at their own grade level, some students may also need additional instruction, which could include approaches such as: guided reading instruction; fluency practice; and vocabulary building. However, this additional work should not replace extensive classroom practice with texts at or above grade level, and all intervention programs should be designed to accelerate students rapidly towards independent reading of grade level text.

Additional materials provide opportunities for students to engage in regular independent reading of materials that appeal to their interests in order to develop both their knowledge and joy in reading. Students should have access to a wide range of materials on a variety of topics and genres in both their classroom and school libraries. These materials should ensure that all students have daily opportunities to

read texts of their choice and on their own during and outside of the school day. These texts should enable students to read broadly and widely to build their knowledge and experience. These materials will need to include texts at students' own reading levels as well as texts with complexity levels that will challenge and motivate students. In alignment with the Standards and to acknowledge the range of student interest, these materials should include informational texts and literary non-fiction as well as literature. A wide variety of formats can also engage a wider range of students, such as high quality newspaper and magazine articles as well as information rich web sites.

Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.

The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. The Common Core Standards place a high priority on the close, sustained reading of complex text, beginning with Reading Standard 1. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.

Novels, plays, and other extended readings are also provided with opportunities for close reading as well as research. Students should also be required to read several longer texts each year. Discussion of extended or longer texts should span the entire text while also creating a series of questions that demonstrate how careful attention to specific passages within the text provides opportunities for close reading. Students should also be required to demonstrate that they can read larger volumes of material and extract knowledge and insight.

Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction—including effective scaffolding—to enable them to read at the appropriate level of text complexity required by the Common Core Standards. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. Aligned curriculum materials therefore should explicitly direct students to re-read challenging portions of the text and offer instructors clear guidance about this array of text based scaffolds. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

Speaking and listening prompts and questions offer opportunities for students to share preparation, evidence, and research. In accordance with the Speaking and Listening Standards, materials aligned with the Common Core Standards show teachers how to plan engaging discussions around grade-level topics and texts that students have studied and researched in advance. Materials should highlight strengthening students' listening skills as well as their ability to respond to and to challenge their peers with relevant follow-up questions and evidence.

3-5 READING LITERATURE

Grade 3

LACC.3.RL.1

Key Ideas and Details

LACC.3.RL.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LACC.3.RL.1.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
LACC.3.RL.1.3	Describe characters in a story (<i>e.g., their traits, motivations, or feelings</i>) and explain how their actions contribute to the sequence of events.
LACC.3.RL.2	Craft and Structure
LACC.3.RL.2.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LACC.3.RL.2.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LACC.3.RL.2.6	Distinguish their own point of view from that of the narrator or those of the characters.
LACC.3.RL.3	Integration of Knowledge Ideas
LACC.3.RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (<i>e.g., create mood, emphasize aspects of a character or setting</i>).
LACC.3.RL.3.8	(Not applicable to literature.)
LACC.3.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (<i>e.g., in books from a series</i>).
LACC.3.RL.4	Range of Reading and Level of Text Complexity
LACC.3.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Grade 4

LACC.4.RL.1	Key Ideas and Details
LACC.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LACC.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LACC.4.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (<i>e.g., a character’s thoughts, words, or actions</i>).
LACC.4.RL.2	Craft and Structure
LACC.4.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (<i>e.g., Herculean</i>).
LACC.4.RL.2.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (<i>e.g., verse, rhythm, meter</i>) and drama (<i>e.g., casts of characters, settings, descriptions, dialogue, stage directions</i>) when writing or speaking about a text.
LACC.4.RL.2.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

LACC.4.RL.3
LACC.4.RL.3.7

Integration of Knowledge and Ideas

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

LACC.4.RL.3.8
LACC.4.RL.3.9

(Not applicable to literature.)

Compare and contrast the treatment of similar themes and topics (*e.g., opposition of good and evil*) and patterns of events (*e.g., the quest*) in stories, myths, and traditional literature from different cultures.

LACC.4.RL.4
LACC.4.RL.4.10

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 5

LACC.5.RL.1
LACC.5.RL.1.1

Key Ideas and Details

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LACC.5.RL.1.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LACC.5.RL.1.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (*e.g., how characters interact*).

LACC.5.RL.2
LACC.5.RL.2.4

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LACC.5.RL.2.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

LACC.5.RL.2.6

Describe how a narrator's or speaker's point of view influences how events are described.

LACC.5.RL.3
LACC.5.RL.3.7

Integration of Knowledge and Ideas

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (*e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem*).

LACC.5.RL.3.8

(Not applicable to literature.)

LACC.5.RL.3.9

Compare and contrast stories in the same genre (*e.g., mysteries and adventure stories*) on their approaches to similar themes and topics.

LACC.5.RL.4
LACC.5.RL.4.10

Range of Reading and Level of Text Complexity

By the end of year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

3-5 READING INFORMATIONAL TEXT

Grade 3

LACC.3.RI.1

Key Ideas and Details

LACC.3.RI.1.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LACC.3.RI.1.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

LACC.3.RI.1.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LACC.3.RI.2

Craft and Structure

LACC.3.RI.2.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

LACC.3.RI.2.5

Use text features and search tools (*e.g., key words, sidebars, hyperlinks*) to locate information relevant to a given topic efficiently.

LACC.3.RI.2.6

Distinguish their own point of view from that of the narrator or those of the characters.

LACC.3.RI.3

Integration of Knowledge Ideas

LACC.3.RI.3.7

Use information gained from illustrations (*e.g., maps, photographs*) and the words in a text to demonstrate understanding of the text (*e.g., where, when, why, and how key events occur.*)

LACC.3.RI.3.8

Describe the logical connection between particular sentences and paragraphs in a text (*e.g., comparison, cause/effect, first/second/third in a sequence.*)

LACC.3.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

LACC.3.RI.4

Range of Reading and Level of Text Complexity

LACC.3.RI.4.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Grade 4

LACC.4.RI.1

Key Ideas and Details

LACC.4.RI.1.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LACC.4.RI.1.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LACC.4.RI.1.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LACC.4.RI.2

Craft and Structure

LACC.4.RI.2.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

LACC.4.RI.2.5 Describe the overall structure (*e.g., chronology, comparison, cause/effect, problem/solution*) of events, ideas, concepts, or information in a text or part of a text.

LACC.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LACC.4.RI.3
LACC.4.RI.3.7

Integration of Knowledge and Ideas
Interpret information presented visually, orally, or quantitatively (*e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages*) and explain how the information contributes to an understanding of the text in which it appears.

LACC.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.

LACC.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LACC.4.RI.4
LACC.4.RI.4.10

Range of Reading and Level of Text Complexity
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 5

LACC.5.RI.1
LACC.5.RI.1.1

Key Ideas and Details

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LACC.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LACC.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LACC.5.RI.2
LACC.5.RI.2.4

Craft and Structure

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

LACC.5.RI.2.5 Compare and contrast the overall structure (*e.g., chronology, comparison, cause/effect, problem/solution*) of events, ideas, concepts, or information in two or more texts.

LACC.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

LACC.5.RI.3
LACC.5.RI.3.7

Integration of Knowledge and Ideas

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LACC.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LACC.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LACC.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

K-5 SUPPLEMENTAL/INTERVENTION READING PROGRAM

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

Florida will accept Supplemental/Intervention Reading Programs that meet the definition above and are designed for any elementary combination of grade levels (*e.g., K-2, K-5, or 3-5*), and any combination of reading components, (*e.g., vocabulary and comprehension, phonological awareness and phonics, fluency and comprehension, phonics only, etc.*). In order to determine if the Supplemental/Intervention Reading Program aligns with Florida's guidelines refer to the relevant Comprehensive Intervention Reading Program specifications above. All Supplemental/Intervention Reading Programs must align with the overall design as well as the assessment and professional development guidelines.

Assessment

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

Professional Development

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

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. CURRENTNESS 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 the subject, grade level, and learning outcomes. See Sections 1006.34(2)(b); 1006.38(3)(b); 1006.31(2), Florida Statutes.

Correlations: Publishers are expected to provide correlation reports in the provided form to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required Common Core State Standards and/or Course Descriptions for **Reading**.

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 and be free of unrelated facts and information that would detract from achievement of Florida's specified Common Core State Standards in English Language Arts.

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.

Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes

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 Sections 1006.38(8); 1006.31(2)(e); 1006.35, Florida Statutes.

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. CURRENTNESS OF CONTENT

Content must be up-to-date for the academic discipline and the context in which the content is presented. See Sections 1006.38(8); 1006.31(2)(e) Florida Statutes.

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 Sections 1006.31(2)(e); 1006.34(2)(b); 1003.42 Florida Statutes.

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 Sections 1003.42; 1006.31(2)(a); 1006.34(2)(b), Florida Statutes.

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 Sections 1003.42; 1006.31(2)(c); 1006.34(2)(b), Florida Statutes.

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.

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 Sections 1006.29(2); 1006.34(2)(b), Florida Statutes.

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 resource or program with text or narration, visuals, assignments, and assessments. Formats may include print, audio, visual, computer, or other media like CDs, DVDs, PPTs, or software adaptable for Smart Boards.

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 digital simulations, role-playing situations, investigations, and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include digital education games, student tutorials, 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 materials (print or digital) with answer keys, worksheets, tests, diagrams, etc., so that the teacher has to use only one guide. In-service 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; and 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; and in-service workshops or consultation support from the publisher.

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package must align with each other, as well as with the curriculum. See Section 1006.34(2)(b), Florida Statutes.

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

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

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

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; pull-down menu or sitemap 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; and 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 Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

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; and 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 should have clean-cut edges without glare, or computer screens without glare. Margins need to be wide enough on a page or screen to allow easy viewing of the text. Sentences should begin and end on a single page (chunking). Use visuals that are relevant, clear, vivid, and simple enough for students to understand. Both lower ability students and higher ability students tend to require more visuals; therefore, the quantity of visuals needs to be suitable for the intended students. Text should be unjustified (ragged on the right) rather than justified (lined up on the right). Use visuals that contain information in a form different from the text. Integrate graphs, charts, maps, and other visual representations at their point of use. Utilize 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 Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

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 Sections 1006.29(2); 1006.38(3)(a); 1006.34(2)(b); 1006.38(5); 1006.38(6)(7)(8)(9), Florida Statutes.

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, CDs, 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.

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 Sections 1006.31(2)(e); 1006.34(2)(b); 1006.38(4), Florida Statutes.

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; and 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 Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

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

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

C. EXPLICIT INSTRUCTION

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

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 note taking, 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 Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

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 support 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 condensed outlines or overviews, simplified views of information, and/or visual representations of new information during initial instruction; sample problems; questions to focus on key ideas or important features; examples of solved problems; explanations of how the problems were solved; examples of finished products or sample performances; 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; and/or 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 structured and unstructured activities, independent and group work, teacher-directed and discovery learning, visual and narrative instruction, hands-on activities, open-ended activities, practice without

extrinsic rewards or grades; simple, complex, concrete, and abstract examples; variable pacing or visual breaks; and a variety of *modalities* for the various learning styles of students, such as linguistic-verbal, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist.

E. ACTIVE PARTICIPATION OF STUDENTS

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

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 types of activities that include: 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; and/or 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 Sections 1006.31(2)(e); 1006.34(2)(b); 1003.42, Florida Statutes.

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, 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 appeared in research, even though some terms clearly overlap with each other.

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

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

Effective Teaching Strategies

Teach *Attitudes*

- Explain and show consequences of choices, actions, or behaviors.
- Provide relevant human or social models that portray the desired choices, actions, or behaviors.

Teach *Reading*

- Monitor and reflect upon the effectiveness of the reading process used.
- Provide appropriate reading strategies.
- Link instruction to effective reading.

Teach *Cognitive Strategies*

- Monitor and reflect upon the effectiveness of the reading process used.
- Encourage and/or teach:
 - Organizing and summarizing information;
 - Self-questioning, self-reflection, and self-evaluation;
 - Reference skills; and
 - When and how to use these different skills.

Teach *Comprehension/Understanding*

- Outline, explain, or visually show what will be read/learned in a simple form.
- Explain with concrete examples, metaphors, questions, or visual representations.
- Require students to relate new readings to previously learned information.
- Require students to paraphrase or summarize new information as it is read.
- Require students to construct a visual representation of main ideas (map, table, graphs, Venn diagram, etc.).
- Give students opportunities to add details, explanations, or examples to basic information.
- Require application of knowledge or information.

Teach *Concepts*

- Provide clear understanding of each concept.
- Point out important and features or ideas.

- Point out examples of the concept, showing similarities and differences.
- Include practice in organizing and classifying concepts.
- Include a wide range of examples in a progressive presentation from simple to more complex examples.
- Emphasize relationships between concepts.

Teach *Creativity*

- Provide examples of creativity.
- Include models, metaphors, and analogies.
- Encourage novel approaches to situations and problems.
- Show and provide practice in turning a problem upside down or inside out or by changing perceptions.
- Encourage brainstorming.
- Include open-ended questions and problems.
- Provide opportunities of ungraded, unevaluated creative performance and behavior.

Teach *Critical Thinking*

- Create conflict or perplexity by using paradoxes, dilemmas, or other situations to challenge concepts, beliefs, ideas, and attitudes.
- Focus on how to recognize and generate proof, logic, argument, and criteria for judgments.
- Include practice in detecting mistakes, false analogies, relevant vs. irrelevant issues, contradictions, discrepant events, and predictions.
- Provide practice in drawing inferences from observations and making predictions from limited information.
- Explain and provide practice in recognizing factors or biases that may influence choice and interpretations such as culture, experience, preferences, desires, interests, and passions, as well as systematic thinking.
- Require students to explain how they form new conclusions and how and why present conclusions may differ from previous ones.

Teach *Inquiry*

- Emphasize technological design as inquiry and include discovery activities.
- Provide opportunities for experimental design.
- Provide opportunities for critical thinking.
- Facilitate the collection, display, and interpretation of data.
- Promote careful observation, analysis, description, and definition.

Teach *Metacognition*

- Explain different types of thinking strategies and when to use them.
- Encourage self-evaluation and reflection.
- Include questions that challenge students to wonder why they are doing what they are doing.
- Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.

Teach *Technology*

- Provide a mental and physical model of desired performance.
- Describe steps in the performance.
- Provide practice with kinesthetic and corrective feedback (coaching).

Teach *Multiple Intelligences*

- Verbal-linguistic dimension focuses on reasoning with language, rhythms, and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme, and song).

- Logical-mathematical dimension focuses on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).
- Musical dimension focuses on appreciation and production of musical pitch, melody, and tone.
- Spatial dimension focuses on activities of perceiving and transforming perceptions.
- Bodily kinesthetic dimension focuses on use and control of body and objects.
- Interpersonal dimension focuses on sensing needs, thoughts, and feelings of others.
- Intrapersonal dimension focuses on recognizing and responding to one's own needs, thoughts, and feelings.

Teach *Problem Solving*

- Assure student readiness by diagnosing and strengthening related concept, rule, and decision-making skills.
- Provide broad problem-solving methods and models.
- Include practice in solving different types of problems.
- Begin with highly structured problems and then gradually move to less structured ones.
- Use questions to guide thinking about problem components, goals, and issues.
- Provide guidance in observing and gathering information, asking appropriate questions, and generating solutions.
- Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.

Teach *Procedural Knowledge, Principles, and Rules*

- Define context, problems, situations, or goals and appropriate procedures.
- Explain reasons that procedures work for different types of situations.
- Define procedures—procedures include rules, principles, and/or steps.
- Provide vocabulary and concepts related to procedures.
- Demonstrate step-by-step application of procedures.
- Explain steps as they are applied.
- Include practice in applying procedures.

Teach *Scientific Inquiry*

- Explain process and methods of scientific inquiry.
- Explain and provide examples of (a) hypotheses formation, (b) valid procedures, (c) isolating variables, (d) interpretation of data, and (e) reporting findings.
- Encourage independent thinking and avoidance of dead ends or simplistic answers.
- Require students to explain, verify, challenge, and critique the results of their inquiry.

Teach *Thinking Skills*

- Introduce different types of thinking strategies.
- Explain context or conditions of applying different strategies.
- Provide definitions, steps, and lists to use in strategies.
- Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility, and accuracy.
- Emphasize persisting when answers are not apparent.
- Provide practice in applying, transferring, and elaborating on thinking strategies.
- Integrate metacognitive, critical, and creative-thinking skills.

Teach *Verbal Information, Knowledge, or Facts*

- Provide a meaningful context to link new information and past knowledge.
- Organize information into coherent groups or themes.

- Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.
- Identify main ideas, patterns, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

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

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 vs. closed-mindedness.
- Require students to detect instances of responsible vs. irresponsible and accurate vs. 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.

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. A link to the evaluation instrument used by the state instructional materials reviewers is found at the website listed below. 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 reviewers will complete an electronic evaluation instrument for each submission. The electronic evaluation serves as the official record of each state instructional materials reviewer's evaluation of the submission. The evaluation is accessed through the Florida Department of Education's online evaluation system at

<https://app2.fldoe.org/BII/InstructMat/Evaluation/Account/Login.aspx>.

Link to Curriculum Requirements/Sunshine State Standards

The course descriptions can be found at the following link:

<http://www.corestandards.org/the-standards/english-language-arts-standards>.

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 such as state-adopted instructional materials 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 state adopted 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*) or 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://www.nimac.us/docs/Metadata0509.DOC>. 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://aim.cast.org> and <http://www.nimac.us>. (IDEA-2004).

Questions from publishers concerning electronic files in Florida can be directed to Leanne Grillot at Leanne.Grillot@fldoe.org.

APPENDIX A

Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2

David Coleman • Susan Pimentel

INTRODUCTION

Developed by the authors of the Common Core State Standards, these criteria are designed to guide publishers and curriculum developers as they work to ensure alignment with the Common Core State Standards in developing reading materials for the early grades.

The criteria articulated below concentrate on the most significant elements of the Common Core State Standards for literacy in kindergarten through second grade and lay out their implications for aligning materials with the standards. They are intended to direct curriculum developers and publishers to be purposeful and strategic in both what to include and what to exclude in instructional material. By underscoring what matters most in the standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract or are at odds with the Common Core State Standards. These guidelines are not meant to dictate classroom practice but rather to ensure that teachers receive effective tools.

At the heart of these criteria is the belief that reading—in this case, learning to read—is central. In the early grades, this includes due attention to the foundations of reading. The goal for readers of all ages is to be able to understand and learn from what they read and to express such knowledge clearly through speaking and writing about text. Encouraging this expectation from the start is vital to developing purposeful readers who expect what they read to make sense to them.

DOCUMENT ORGANIZATION

This document has three parts: The first articulates criteria that should guide the teaching of reading foundations, the second details the criteria that should guide the selection of texts, and the third outlines criteria for the development of high-quality textdependent questions and tasks so that students are able to read closely and gain knowledge from texts.

I. Key Criteria for Reading Foundations

II. Key Criteria for Text Selections

III. Key Criteria for Questions and Tasks

I. Key Criteria for Reading Foundations

The Common Core State Standards offer specific guidance on reading foundations that should be observed in curriculum materials to prepare students to decode automatically and read with fluency by the time they finish second grade. The standards articulate a well-developed set of skills and habits that taken collectively lay the foundation for students to achieve competence in reading comprehension. (See pp. 14-16 of the Common Core State Standards for more detail.) Materials aligned with the Common Core State Standards need to provide repeated, regular exposure to and practice opportunities for the full range of foundational skills in and out of classroom settings (through take-home or after-school activities) that are woven into a clear developmental progression.

1. Materials must meet the needs of a wide range of students, reinforcing key lessons in concepts of print, the alphabetic principle, and other basic conventions of the English writing system. *Students come to school unevenly prepared, so materials must have the capacity to meet a range of needs. Materials need to incorporate better designed and more powerful practice—including distributed practice—for all aspects of foundational reading than has typically been offered in basal reading materials.*

Materials that are aligned to the standards should provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary development, and fluency. While these foundational skills are not an end in and of themselves, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. In particular, by the end of kindergarten, students should be comfortable recognizing and writing letters of the alphabet and know the primary sound/symbol relationship for every letter. By the end of first grade, they should have sufficient working knowledge of English spelling patterns and conventions to decode regular, one- and two-syllable words, including those with inflections. First graders are also expected to apply their knowledge of English spelling patterns and conventions in writing, so they can produce regular one- and two-syllable words that are phonemically complete and decipherable even if not formally correct. Learning about irregularly spelled words should be distributed across grades in accordance with the language demands of children's texts.

Their introduction should begin in kindergarten with very high-frequency grammatical words, including articles, prepositions, and common irregular verbs such as is and do. Finally, by the time they complete second grade, students should be decoding automatically and reading with fluency.

Because students differ widely in how much exposure and repetition they need to master foundational skills, materials also need to incorporate high-quality parallel activities for those students who are able to reach facility with less repetition. Approaching remediation and extension activities in this parallel way will help teachers resolve one of the central dilemmas of the early elementary classroom—meeting the needs of all learners. Instructional materials should be designed to provide systematic development and practice in these foundational skills without depriving any students of full access to rich complex text.

2. Fluency should be a particular focus of materials prepared for second graders.

Materials should also provide ample opportunities for repeated oral reading (in and out of the classroom) with a variety of grade-level texts that can be easily implemented, including providing a framework and tools for assessing oral reading accuracy, rate, and expression. Teacher support for fluency instruction should explicitly recognize that reading rates vary with the type of text being read and the purpose for reading. For example, comprehension of texts that are of greater informational density or complexity generally requires slower reading. Instructions should also require students to follow along while text is read aloud by the teacher to achieve fluency. By the end of second grade, it is essential that students be able to read independently with automaticity and flow to ensure that their focus can be freed for comprehension.

3. Materials develop academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. *When they enter school, students differ markedly in their vocabulary knowledge. Materials must address this vocabulary gap early, systematically, and aggressively, or it will expand and accelerate. This means materials must provide opportunities—both both in and out of classroom contexts—for instruction that is driven by the diverse vocabulary levels of children and provide more instruction and exercise for students with weaker vocabularies rather than offer them fewer words than their peers.*

Of particular importance is building students' academic vocabulary or Tier 2 words. Informational text that carefully sequences content within a domain will greatly support the development of these words while building student knowledge. Aligned materials should guide students to gather as much information as they can about the meaning of these words from the context of how the words are being used in the text, while offering support for vocabulary when students are not likely to be able to figure out their meanings from the text alone. As the meanings of words vary with the context, the more varied the context provided to teach the meaning of a word is, the more effective the results will be. It follows then that materials should require students to think about words: how and why specific words are used, how changing one word can change the meaning of a text, how one word can have varied but related meanings based on context, and why another word might be more appropriate. While instruction should be systematic and varied (i.e., multiple word meanings, morphology, phonology, and orthography), materials should also use games, jokes, puns, and other forms of word play to enhance instruction and develop a sense of excitement about words.

4. Materials offer assessment opportunities that genuinely measure progress in the foundations of reading.

Activities used for assessment should clearly denote what standards are being emphasized, and materials should offer frequent and easily implemented assessments, including systems for record keeping and follow-up. These should include a framework and tools for assessing oral reading accuracy, rate, and expression with a variety of text types when fluency is being measured.

II. Key Criteria for Text Selections

The Common Core State Standards point strongly toward a text-based approach for teaching students how to read, including those students who lag behind in achieving reading facility. To bring all students up to grade-level reading proficiency, the criteria recommended below emphasize the need to provide all students with consistent opportunities to confront and comprehend grade-level complex text.

1. Texts for each grade align with the complexity requirements outlined in the standards. *The Common Core State Standards hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life. In each grade (beginning in grade 1), Reading Standard 10 outlines the level of text complexity at which students need to demonstrate comprehension. This can start in kindergarten or even earlier with complex texts read aloud to students. (Appendix A in the Common Core State Standards gives further information on how text complexity can be measured.) Research makes clear that the complexity levels of the texts students are presently required to read throughout their school careers are significantly below what is required to achieve college and career readiness. Far too often students who have fallen behind are given only less complex texts rather than the support they need to read texts at the appropriate level of complexity. Both these issues must be addressed by selecting complex texts that are grade level appropriate.*

2. All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level complex text as required by the standards. *Complex text, whether accessed through read-alouds or as a group reading activity, is a rich repository to which all readers need access. Complex text contains more sophisticated academic vocabulary, lends itself to more complex tasks, and is able to support rich dialogue. Because students at these grades can listen to much more complex material than they can read themselves, read-aloud selections should be provided for the teachers in the curriculum materials.*

Curriculum materials must provide extensive opportunities for all students to engage with complex text as a member of a class, although students whose decoding ability is developing at a slower rate also will need supplementary opportunities to read text they can read successfully without extensive supports. They may also need extra assistance with fluency practice and vocabulary building. Students who need additional assistance, however, must not miss out on essential practice and instruction their classmates are receiving to help them think deeply about texts and gain world and word knowledge. Therefore, remedial materials must be flexible and straightforward enough to be used in alternative settings and times: before and after school, at home, or in after-school programs. In most cases, the persons working with students in such settings will not have as much experience as the primary classroom teachers, and materials must accommodate that fact.

3. Text selections are worth reading and re-reading. *The standards maintain that high-quality text selections should be consistently offered to students because they will encourage students and teachers to spend more time on them than they would on low-quality material. Texts selected for inclusion should be well written and, as appropriate, richly illustrated. This principle applies equally to texts intended for reading aloud and texts for students to read by themselves. (For samples of appropriate quality of selection, see Appendix B of the Common Core State Standards.)*

Selections in the early elementary grades must also contain sufficient repetitions of each lesson's words and spelling/sound patterns and should be complemented with associated spelling and writing activities.

To be sufficient, materials should provide abundant — and easily available — opportunities to ensure that all students can transfer knowledge of spelling/sound patterns to words not previously seen or studied.

4. Materials include a greater volume of informational text. *The Common Core State Standards call for a much greater emphasis on informational text. Specifically, they call for elementary curriculum materials to be recalibrated to reflect a mix of 50 percent informational and 50 percent narrative text. (See p. 31 of the standards for details on how these two types of texts are defined.) Achieving the appropriate balance between literary and informational text in the next generation of materials requires a significant shift in early literacy materials and instructional time so that equal time and weight are given to scientific and historical text and to literary text. In addition, to develop reading comprehension and vocabulary for all readers, the selected informational text materials should build a coherent and self-scaffolding body of knowledge within and across grades. (The example of “The Human Body” on p. 33 of the Common Core State Standards offers one approach.)*

5. Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students’ interests to develop both their knowledge and joy in reading. *These materials should ensure that all students have daily opportunity to read and write about texts of their choice on their own during and outside of the school day. Students should have access to a wide range of materials on a variety of topics and genres. These texts should enable students to read broadly to build their knowledge, vocabulary, and experience. Materials will need to include texts at students’ own reading level as well as texts with complexity levels that will challenge and motivate students. In alignment with the standards and to acknowledge the range of students’ interests, these materials should include informational texts as well as literature.*

III. Key Criteria for Questions and Tasks

Materials offered in support of reading comprehension should assist teachers and students in staying focused on the primary goal of instruction: developing proficient decoders and fluent readers so that students are able to read closely and gain knowledge from texts independently. The aim is for students to understand that thinking and reading occur simultaneously. Curricula should focus classroom time on practicing reading, writing, speaking, and listening in direct response to high-quality text and text-dependent questions and omit that which would otherwise distract from achieving those goals.

1. Questions are grounded in the text and are worth thinking about and answering. *Materials that accompany texts should ask students to think about what they have heard or read and then ask them to draw evidence from the text in support of their ideas about the reading. The standards strongly suggest that a majority of questions posed to children be based on the text under consideration. (This is equally true for read-alouds students listen to and for material students read for themselves.) Materials should be sparing in offering activities that are not text dependent. Whether written or spoken, responses based on students’ background knowledge and the experiences they bring with them to school are not sufficient. A proficient answer should require thinking about the text carefully and finding evidence in the text itself to support the response. Discussions tasks, activities, questions, and writings following readings should draw on a full range of insights and knowledge contained in the text in terms of both content and language. Instructional support materials should focus on posing questions and writing tasks that help students become interested in the text, rather than on trying to cajole or entertain students as a prerequisite for asking them to engage with the text.*

2. Prereading activities start with the text itself. *Scaffolding, summaries, and stimulant questions that connect the reader to the text ahead of time should not preempt or replace the text by translating its contents for students or telling students what they are going to learn. Students’ initial exposure to a text should engage them directly with the text so they can begin to make meaning for themselves. Students should be able to glean the information they need from multiple readings of a text. These multiple readings may include initially having a text read to them by the teacher while students follow along in the text with successive independent readings completed by the students. In particular, aligned curriculum should explicitly direct students to re-read challenging portions of the text. This is equally true for material read aloud to students and for texts that students access on their own. Follow-up support should guide readers in the use of appropriate strategies and habits when encountering places in the text where they might struggle, including pointing students back to the text with teacher support when they are confused or run into*

vocabulary problems. Extra textual scaffolding prior to and during the first read should focus on words that are essential to a basic understanding and that students are not likely to know or be able to determine from context. As a preferred option for read-alouds, teachers should be directed to read aloud materials themselves, rather than listening along with their students to the text read by a recorded voice. Texts and the questions asked of students also should be selected and ordered so that they bootstrap onto each other. In short, prereading activities related to the text should be such that the text itself is the focus of the instruction and children are able to appreciate and get a sense of the selection as a whole.

3. Rather than focusing on general strategies and questions disconnected from texts, strategies and questions are cultivated in the context of reading specific texts. Close and careful reading must be at the heart of classroom activities and not be consigned to the margins when completing assignments. Practices such as organizing instructional units around broad, abstract themes like “traditions” or “our changing world” can be hard to develop and even harder for students to grasp. Such broad themes can invite teachers and readers to have general conversations rather than focusing reading on the specifics, drawing evidence from the text, and gleaning meaning from it. In addition, discussion of reading strategies must take its rightful place in service of reading comprehension, not as a separate body of material. Reading strategies are a tool for — not the point of — reading instruction. Appropriate strategies, to be effective, should be introduced and exercised only when they help clarify a specific part of a text and are dictated by specific features of a text (especially to assist with understanding more challenging sections). Over time, through supportive discussion, interaction, and reflection, students will learn to internalize the purpose of reading strategies in pursuit of the ultimate goal: helping them understand what they have read.

4. Reading selections are by design centrally located within materials. The reading selections in either the teachers’ guides or the students’ editions of curriculum materials should be easily found and put at the center of the layout. The text should be the clear focus of student and teacher attention. Surrounding materials should be thoughtfully considered and justified as essential before being included. That is, the text should be central, and surrounding materials should be included only when necessary, so as not to distract from the text itself.

5. Materials offer assessment opportunities that genuinely measure progress.

Aligned materials, therefore, should guide teachers to provide scaffolding and support to students but also gradually remove those supports by including tasks that require students to demonstrate their independent capacity to read and write in every domain at the appropriate level of complexity and sophistication. Activities used for assessment should clearly denote what standards are being emphasized, and materials should offer frequent and easily implemented assessments, including systems for record keeping and follow-up.

CONCLUSION: TRANSPARENT RESEARCH AND PRACTICE BASE

Curriculum offered as an excellent match for the Common Core State Standards should produce evidence of its usability and efficacy with a full range of students, including English language learners. In all materials, principles of reading acquisition are explained, instructions to teachers and students are clear and concise, and the relationship between tasks and the expected learning outcome is clear and placed in close proximity to the task directions.

Curriculum materials must also have a clear and documented research base. This evidence should be offered to the teacher in clear, concise prose at appropriate points in the instructional materials (e.g., when vowel digraphs are being taught, a “best practices” discussion could be offered to the teacher; when fluency activities are introduced, the research base for fluency’s role in reading proficiency and how to achieve fluency in students could be presented to instructors).



Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12

David Coleman • Susan Pimentel

INTRODUCTION

Developed by two of the lead authors of the Common Core State Standards, these criteria are designed to guide publishers and curriculum developers as they work to ensure alignment with the standards in English language arts (ELA) and literacy for history/social studies, science, and technical subjects. The standards are the product of a state-led effort — coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers — and were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare students for college and the workforce.

The criteria articulated below concentrate on the most significant elements of the Common Core State Standards and lay out their implications for aligning materials with the standards. These guidelines are not meant to dictate classroom practice but rather to help ensure that teachers receive effective tools. They are intended to direct curriculum developers and publishers to be purposeful and strategic in both what to include and what to exclude in instructional materials. By underscoring what matters most in the standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract or are at odds with the Common Core State Standards.

At the heart of these criteria are instructions for shifting the focus of literacy instruction to center on careful examination of the text itself. In aligned materials, work in reading and writing (as well as speaking and listening) must center on the text under consideration. The standards focus on students reading closely to draw evidence and knowledge from the text and require students to read texts of adequate range and complexity. The criteria outlined below therefore revolve around the texts that students read and the kinds of questions students should address as they write and speak about them.

The standards and these criteria sharpen the focus on the close connection between comprehension of text and acquisition of knowledge. While the link between comprehension and knowledge in reading science and history texts is clear, the same principle applies to all reading. The criteria make plain that developing students' prowess at drawing knowledge from the text itself is the point of reading. Reading well means gaining the maximum insight or knowledge possible from each source. Student knowledge drawn from the text is demonstrated when the student uses evidence from the text to support a claim about the text. Hence evidence and knowledge link directly to the text.

DOCUMENT ORGANIZATION

This document has two parts: The first articulates criteria for ELA materials in grades 3–12 and the second for history/social studies, science, and technical materials in grades 6–12. Each part contains sections discussing the following key criteria:

I. Text Selection

1. Text Complexity
2. Range and Quality of Texts

II. Questions and Tasks

1. High-Quality Text-Dependent Questions and Tasks
2. Cultivating Students' Ability To Read Complex Texts Independently

III. Academic Vocabulary

IV. Writing to Sources and Research

1. Writing to Sources — a Key Task
2. Extensive Practice with Short, Focused Research Projects

The criteria for ELA materials in grades 3–12 have one additional section:

V. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

1. Reading Complex Texts with Fluency
2. Increasing Focus on Argument and Informative Writing
3. Engaging in Academic Discussions
4. Using Multimedia and Technology Skillfully
5. Covering the Most Significant Grammar and Language Conventions

ELA Curricula, Grades 3–12

I. - Text Selection

1. - Text Complexity: The Common Core State Standards require students to read increasingly complex texts with increasing independence as they progress toward career and college readiness.

A. - *Texts for each grade align with the complexity requirements outlined in the standards.* Reading Standard 10 outlines the level of text complexity at which students need to demonstrate comprehension in each grade. (Appendix A in the Common Core State Standards gives further information on how text complexity can be measured.)¹ Research makes clear that the complexity levels of the texts students are presently required to read are significantly below what is required to achieve college and career readiness. The Common Core State Standards hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life. Instructional materials should also offer advanced texts to provide students at every grade with the opportunity to read texts beyond their current grade level to prepare them for the challenges of more complex text.

B. - *All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level complex text as required by the standards.* Far too often, students who have fallen behind are given only less complex texts rather than the support they need to read texts at the appropriate level of complexity. Complex text is a rich repository to which all readers need access, although some students will need more scaffolding to do so. Curriculum developers and teachers have the flexibility to build progressions of texts of increasing complexity within grade-level bands that overlap to a limited degree with earlier bands (e.g., grades 4–5 and grades 6–8).

Curriculum materials must provide extensive opportunities for all students to engage with complex text as a member of a class, although students whose reading ability is developing at a slower rate also will need supplementary opportunities to read text they can comprehend successfully without extensive supports. They may also need extra assistance with fluency practice and vocabulary building. Students who need additional assistance, however, must not miss out on essential practice and instruction their classmates are receiving to help them read closely, think deeply about texts, participate in thoughtful discussions, and gain world and word knowledge.

Some percentage of students will enter grade 3 or later grades without command of foundational reading skills such as decoding. It is essential for these students to

¹ A working group is developing clear, common standards for measuring text complexity that can be consistent across different curricula and publishers. These measures, due out in fall 2011, will blend quantitative and qualitative factors and will be widely shared and made available to publishers and curriculum developers. The measurement of some narrative fiction as well as poetry and drama for the time being likely will have to depend largely on qualitative judgments that are based on the principles laid out in Appendix A and are being further developed and refined.

have age-appropriate materials to ensure that they receive the extensive training and practice in the foundational reading skills required to achieve fluency and comprehension. The K–2 publishers’ criteria more fully articulate the essential foundational skills all students need to decode to become fluent readers and comprehend text.

C. - *Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.* The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. The Common Core State Standards place a high priority on the close, sustained reading of complex text, beginning with Reading Standard 1. Such reading focuses on what lies within the four corners of the text. It often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Reading in this manner allows students to fully understand informational texts as well as analyze works of literature effectively.

D. - *Novels, plays, and other extended readings are also provided with opportunities for close reading as well as research.* Students should also be required to read texts of a range of lengths — for a variety of purposes — including several longer texts each year. Discussion of extended or longer texts should span the entire text while also creating a series of questions that demonstrate how careful attention to specific passages within the text provide opportunities for close reading. Focusing on extended texts will enable students to develop the stamina and persistence they need to read and extract knowledge and insight from larger volumes of material. Not only do students need to be able to read closely, but they also need to be able to read larger volumes of text when necessary for research or other purposes.

E. - *Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students’ interests to develop both their knowledge and joy in reading.* These materials should ensure that all students have daily opportunities to read texts of their choice on their own during and outside of the school day. Students need access to a wide range of materials on a variety of topics and genres both in their classrooms and in their school libraries to ensure that they have opportunities to independently read broadly and widely to build their knowledge, experience, and joy in reading. Materials will need to include texts at students’ own reading level as well as texts with complexity levels that will challenge and motivate students. Texts should also vary in length and density, requiring students to slow down or read more quickly depending on their purpose for reading. In alignment with the standards and to acknowledge the range of students’ interests, these materials should include informational texts and literary nonfiction as well as literature. A wide variety of formats can also engage a wider range of students, such as high-quality newspaper and magazine articles as well as information-rich websites.

2. - Range and Quality of Texts: The Common Core State Standards require a greater focus on informational text in elementary school and literary nonfiction in ELA classes in grades 6–12.

- A. - Grades 3–5: Literacy programs shift the balance of texts and instructional time to match what is called for in the standards.** The standards call for elementary curriculum materials to be recalibrated to reflect a mix of 50 percent literary and 50 percent informational text, including reading in ELA, science, social studies, and the arts. Achieving the appropriate balance between literary and informational text in the next generation of materials requires a significant shift in early literacy materials and instructional time so that scientific and historical text are given the same time and weight as literary text. (See p. 31 of the standards for details on how literature and informational texts are defined.) In addition, to develop reading comprehension for *all* readers, as well as build vocabulary, the selected informational texts should build a coherent body of knowledge both within and across grades. (The sample series of texts regarding “The Human Body” provided on p. 33 of the Common Core State Standards offers an example of selecting texts that build knowledge coherently within and across grades.)²
- B. - Grades 6–12: ELA programs include substantially more literary nonfiction.** The Common Core State Standards require aligned ELA curriculum materials in grades 6–12 to include a blend of literature (fiction, poetry, and drama) and a substantial sampling of literary nonfiction, including essays; speeches; opinion pieces; biographies; journalism; and historical, scientific, or other documents written for a broad audience. (See p. 57 of the standards for more details.) Most ELA programs and materials designed for them will need to increase substantially the amount of literary nonfiction they include. The standards emphasize arguments (such as those in the U.S. foundational documents) and other literary nonfiction that is built on informational text structures rather than literary nonfiction that is structured as stories (such as memoirs or biographies). Of course, literary nonfiction extends well beyond historical documents to include the best of nonfiction written for a broad audience on a wide variety of topics, such as science, contemporary events and ideas, nature, and the arts. (Appendix B of the Common Core State Standards provides several examples of high-quality literary nonfiction.)
- C. - Quality of the suggested texts is high — they are worth reading closely and exhibit exceptional craft and thought or provide useful information.** Given the emphasis of the Common Core State Standards on close reading, many of the texts selected should be worthy of close attention and careful re-reading for understanding. To become career and college ready, students must grapple with a range of works that span many genres, cultures, and eras and model the kinds of thinking and writing students should aspire to in their own work. Also, there should be selections of sources that require students to read and integrate a larger volume of material for research purposes. (See Appendix B of the standards for grade-specific examples of texts.)

² The note on the range and content of student reading in K–5 (p. 10) states: “By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them background knowledge to be better readers in all content areas in later grades. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.”

- D. - *Specific texts or text types named in the standards are included.*** At specific points, the Common Core State Standards require certain texts or types of texts. In grades 9–12, the U.S. foundational documents, selections from American literature and world literature, a play by Shakespeare, and an American drama are all required. In early grades, students are required to study classic myths and stories, including works representing diverse cultures. Aligned materials for grades 3–12 should set out a coherent selection and sequence of texts (of sufficient complexity and quality) to give students a well-developed sense of bodies of literature (like American literature or classic myths and stories) as part of becoming college and career ready.
- E. - *Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.*** Often in research and other contexts, several texts will be read to explore a topic. It is essential that such materials include a selected text or set of texts that can act as cornerstone or anchor texts that make careful study worthwhile. The anchor text or texts provide essential opportunities for students to spend the time and care required for close reading and to demonstrate in-depth comprehension of a specific source or sources. The additional research sources beyond the anchor texts then enable students to demonstrate they can read widely as well as read a specific source in depth.

II. - Questions and Tasks

- 1. - High-Quality Text-Dependent Questions and Tasks:** Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.

- A. - *A significant percentage of tasks and questions are text dependent.*** The standards strongly focus on students gathering evidence, knowledge, and insight from what they read and therefore require that a majority of the questions and tasks that students ask and respond to be based on the text under consideration. Rigorous text-dependent questions require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text.

Text-dependent questions do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Eighty to 90 percent of the Reading Standards in each grade require text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions. When examining a complex text in depth, tasks should require careful scrutiny of the text and specific references to evidence from the text itself to support responses. A text-dependent approach can and should be applied to building knowledge from multiple sources as well as making connections among texts and learned material, according to the principle that each source be read and understood carefully. Gathering text evidence is equally crucial when dealing with larger volumes of text for research or other purposes. Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself.

- B. *High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.*** The sequence of questions should cultivate student mastery of the specific ideas and illuminating particulars of the text. High-quality text-dependent questions will often move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text. Questions aligned with Common Core State Standards should demand attention to the text to answer fully. An effective set of discussion questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will often linger over specific phrases and sentences to ensure careful comprehension and also promote deep thinking and substantive analysis of the text. Effective question sequences will build on each other to ensure that students learn to stay focused on the text so they can learn fully from it. Even when dealing with larger volumes of text, questions should be designed to stimulate student attention to gaining specific knowledge and insight from each source.
- C. - *Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.*** The Common Core State Standards require students to become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Aligned curriculum materials should include explicit models of a range of high-quality evidence-based answers to questions — samples of proficient student responses — about specific texts from each grade. Questions should require students to demonstrate that they follow the details of what is explicitly stated and are able to make nontrivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking, and listening, as an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.
- D. - *Instructional design cultivates student interest and engagement in reading rich text carefully.*** A core part of the craft of developing instructional materials is to construct questions and tasks that motivate students to read inquisitively and carefully. Questions should focus on illuminating specifics and ideas of the text that “pay off” in a deeper understanding and insight, rewarding careful reading. Often, a good question will help students see something worthwhile that they would not have seen on a more cursory reading. The sequence of questions should not be random but should build toward more coherent understanding and analysis. Care should be taken that initial questions are not so overly broad and general that they pull students away from an in-depth encounter with the specific text or texts; rather, strong questions will return students to the text to achieve greater insight and understanding. The best questions will motivate students to dig in and explore further — just as texts should be worth reading, so should questions be worth answering.
- E. - *Curricula provide opportunities for students to build knowledge through close reading of specific texts.*** Materials should design opportunities for close reading of selected passages or texts and create a series of questions that demonstrate how careful attention to those readings allows students to gather evidence and build knowledge. This approach can and should encourage the comparison and synthesis

of multiple sources. Once each source is read and understood carefully, attention should be given to integrating what students have just read with what they have read and learned previously: How does what they have just read compare to what they have learned before? Drawing upon relevant prior knowledge, how does the text expand or challenge that knowledge? As students apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, productive connections and comparisons across texts and ideas should bring students back to careful reading of specific texts. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text.

F. - *Questions and tasks attend to analyzing the arguments and information at the heart of informational text in grades K–5 and literary nonfiction in grades 6–12.* As previously stated, the Common Core State Standards emphasize the reading of more informational text in grades K–5 and more literary nonfiction in grades 6–12. This emphasis mirrors the Writing Standards that focus on students’ abilities to marshal an argument and write to inform or explain. The shift in both reading and writing constitutes a significant change from the traditional focus in ELA classrooms on narrative text or the narrative aspects of literary nonfiction (the characters and the story) toward more in-depth engagement with the informational and argumentative aspects of these texts. While the English teacher is not meant to be a content expert in an area covered by the text, curriculum materials should guide teachers and students to demonstrate careful understanding of the information developed in the text. For example, in a narrative with a great deal of science, teachers and students should be required to follow and comprehend the scientific information as presented by the text. Likewise, it is just as essential for teachers and students to follow the details of an argument and reasoning in literary nonfiction as it is for them to attend to issues of style.

2. - *Cultivating Students’ Ability To Read Complex Texts Independently:* Among the highest priorities of the Common Core State Standards is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level of complexity and depth.

A. - *Scaffolds enable all students to experience the complexity of the text, rather than avoid it.* Many students will need careful instruction — including effective scaffolding — to enable them to read at the level of text complexity required by the Common Core State Standards. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the standards should result in the reader encountering the text on its own terms, with instructions providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. Aligned curriculum materials therefore should explicitly direct students to re-read challenging portions of the text and offer instructors clear guidance about an array of text-based scaffolds. When productive struggle with the

text is exhausted, questions rather than explanations can help focus the student's attention on key phrases and statements in the text or on the organization of ideas in the paragraph.

- B. - *Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.*** Close reading and gathering knowledge from specific texts must be at the heart of classroom activities and not be consigned to the margins when completing assignments. Reading strategies must take their rightful place *in service* of reading comprehension, and building skills should not replace building knowledge and insight from specific texts. Discussion of specific reading techniques should occur when and if they illuminate specific aspects of a text. Students need to build an infrastructure of skills, habits, knowledge, dispositions, and experience that enables them to approach new challenging texts with confidence and stamina. As much as possible, this training should be embedded in the activity of reading the text rather than being taught as a separate body of material. Additionally, care should be taken that introducing broad themes and questions in advance of reading does not prompt overly general conversations rather than focusing reading on the specific ideas and details, drawing evidence from the text, and gleaning meaning and knowledge from it.
- C. - *Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.*** It is essential that questions, tasks, and activities be designed to ensure that all students are actively engaged in reading. Students should be prompted to ask high-quality questions about what they are reading to further comprehension and analysis. Writing about text is also an effective way to elicit this active engagement. Students should have opportunities to use writing to clarify, examine, and organize their own thinking, so reading materials should provide effective ongoing prompts for students to analyze texts in writing. Instructional materials should be designed to devote sufficient time in class to students encountering text without scaffolding, as they often will in college- and career-ready environments. A significant portion of the time spent with each text should provide opportunities for students to work independently on analyzing grade-level text because this independent analysis is required by the standards.
- D. - *Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.*** The Common Core State Standards call for students to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned materials should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, materials should require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Often, curricula surrounding texts leap too quickly into broad and wide-open questions of interpretation before cultivating command of the details and specific ideas in the text.
- E. *Materials make the text the focus of instruction by avoiding features that distract from the text.*** Teachers' guides or students' editions of curriculum materials should

highlight the reading selections. Everything included in the surrounding materials should be thoughtfully considered and justified before being included. That is, the text should be central, and surrounding materials should be included only when necessary, so as not to distract from the text itself. Instructional support materials should focus on questions that engage students in becoming interested in the text. Rather than being consigned to the margins when completing assignments, close and careful reading must be an absolutely essential and central part of classroom activities. Given the focus of the Common Core State Standards, publishers should be extremely sparing in offering activities that are not text based. Existing curricula will need to be revised substantially to focus classroom time on students and teachers practicing reading, writing, speaking, and listening in direct response to high-quality text.

III. Academic Vocabulary

Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. Academic vocabulary (described in more detail as Tier 2 words in Appendix A of the Common Core State Standards) includes those words that readers will find in all types of complex texts from different disciplines. Sometimes curricula ignore these words and pay attention only to the technical words that are unique to a discipline. Materials aligned with the Common Core State Standards should help students acquire knowledge of general academic vocabulary because these are the words that will help them access a wide range of complex texts.

Aligned materials should guide students to gather as much as they can about the meaning of these words from the context of how the words are being used in the text, while offering support for vocabulary when students are not likely to be able to figure out their meanings from the text alone. As the meanings of words vary with the context, the more varied the context provided to teach the meaning of a word is, the more effective the results will be (e.g., a state was admitted to the Union; he admitted his errors; admission was too expensive). In alignment with the standards, materials should also require students to explain the impact of specific word choices on the text.

Some students, including some English language learners, will also need support in mastering high-frequency words that are not Tier 2 words but are essential to reading grade-level text. Materials should therefore offer the resources necessary for supporting students who are developing knowledge of high-frequency words. Since teachers will often not have the time to teach explicitly all of the high-frequency words required, materials should make it possible for students to learn the words' meanings on their own, providing such things as student-friendly definitions for high-frequency words whose meanings cannot be inferred from the context. It also can be useful for English language learners to highlight explicitly and link cognates of key words with other languages.

IV. Writing to Sources and Research

1. - **Writing to Sources — a Key Task:** The Common Core State Standards require students not only to show that they can analyze and synthesize sources but also to present careful analysis, well-defended claims, and clear information through their writing. Several of the Writing Standards, including most explicitly Standard 9, require students to draw evidence from a text or texts to support analysis, reflection, or research. Materials aligned with the Common Core State Standards should give students extensive opportunities to write in response to sources throughout grade-level materials.
2. **Increasing Focus on Argument and Informative Writing:** While narrative writing is given prominence in early grades, as students progress through the grades the Common Core State Standards increasingly ask students to write arguments or informational reports from sources. As a consequence, less classroom time should be spent in later grades on personal writing in response to decontextualized prompts that ask students to detail personal experiences or opinions. The Common Core State Standards require that the balance of writing students are asked to do parallel the balance assessed on the National Assessment of Educational Progress (NAEP):
 - In elementary school, 30 percent of student writing should be to argue, 35 percent should be to explain/inform, and 35 percent should be narrative.
 - In middle school, 35 percent of student writing should be to write arguments, 35 percent should be to explain/inform, and 30 percent should be narrative.
 - In high school, 40 percent of student writing should be to write arguments, 40 percent should be to explain/inform, and 20 percent should be narrative.

These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely on using information or evidence drawn from texts.

3. - **Extensive Practice with Short, Focused Research Projects:** Writing Standard 7 emphasizes that students should conduct several short research projects in addition to more sustained research efforts. Materials should require several of these short research projects annually to enable students to repeat the research process many times and develop the expertise needed to conduct research independently. A progression of shorter research projects also encourages students to develop expertise in one area by confronting and analyzing different aspects of the same topic as well as other texts and source materials on that topic.

V. -Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

1. - **Reading Complex Text with Fluency:** Fluency describes the pace and accuracy with which students read — the extent to which students adjust the pace, stress, and tone of their reading to respond to the words in the text. Often, students who are behind face fluency challenges and need more practice reading sufficiently complex text. Materials aligned with the Common Core State Standards should draw on the connections between the Speaking and Listening Standards and the Reading Standards on fluency to provide opportunities for students to develop this important skill (e.g., rehearsing an

oral performance of a written piece has the built-in benefit of promoting reading fluency).

- 2. Engaging in Academic Discussions:** In accordance with the Speaking and Listening Standards, materials aligned with the Common Core State Standards should show teachers how to plan engaging discussions around grade-level topics and texts that students have studied and researched in advance. Speaking and listening prompts and questions should offer opportunities for students to share preparation, evidence, and research — real, substantive discussions that require students to respond directly to the ideas of their peers. Materials should highlight strengthening students’ listening skills as well as their ability to respond to and challenge their peers with relevant follow-up questions and evidence.
- 3. - Using Multimedia and Technology Skillfully:** The Common Core State Standards require students to compare the knowledge they gain from reading texts to the knowledge they gain from other multimedia sources, such as video. The Standards for Reading Literature specifically require students to observe different productions of the same play to assess how each production interprets evidence from the script. Materials aligned with the Common Core State Standards therefore should use multimedia and technology in a way that engages students in absorbing or expressing details of the text rather than becoming a distraction or replacement for engaging with the text.
- 4. - Covering the Most Significant Grammar and Language Conventions:** The Language Standards provide a focus for instruction each year to ensure that students gain adequate mastery of the essential “rules” of standard written and spoken English. They also push students to learn how to approach language as a matter of craft so they can communicate clearly and powerfully. In addition to meeting each year’s grade-specific standards, students are expected to retain and further develop skills and understandings mastered in preceding grades. Thus, aligned materials should demonstrate that they explicitly and effectively support student mastery of the full range of grammar and conventions as they are applied to increasingly sophisticated contexts. The materials should also indicate when students should adhere to formal conventions and when they are speaking and writing for a less formal purpose.

CONCLUSION: EFFICACY OF ALIGNED MATERIALS

Curriculum materials must have a clear and documented research base. It can be surprising which questions, tasks, and instructions provoke the most productive engagement with text, accelerate student growth, and deepen instructor facility with the materials. The most important evidence is that the curriculum accelerates student progress toward career and college readiness. A great deal of the material designed for the standards will by necessity be new, but as much as possible the work should be based on research and developed and refined through actual testing in classrooms. Publishers should provide a clear research plan for how the efficacy of their materials will be assessed and improved over time. Revisions should be based on evidence of actual use and results with a wide range of students, including English language learners.

History/Social Studies, Science, and Technical Subjects Literacy Curricula, Grades 6–12

INTRODUCTION

This brief addendum to the publishers' criteria for ELA in grades 3–12 focuses on the portions of those criteria most relevant to materials in history/social studies, science, and technical subjects. In the list that follows, we restate several of the key points from the ELA criteria as they relate to these content areas and add others that are particularly significant. As was the case with ELA, what follows is not an exhaustive list but the most significant elements of the Common Core State Standards to be mindful of when revising and developing aligned materials.

Meeting the demands of the Literacy Standards requires substantially expanding the literacy requirements in history/social studies as well as in science and technical subjects. The adoption of the Literacy Standards in History/Social Studies, Science, and Technical Subjects therefore requires several significant shifts in these curricula. Specifically, in alignment with NAEP, the standards require that in grades 6–12, student reading across the curriculum must include a balance of texts that is one-third literary, one-third history/social studies, and one-third science. Specific standards (pp. 60–66) define the actual literacy skills for which history/social studies, science, and technical teachers are responsible. (Appendix B of the Common Core State Standards contains a sampling of texts of appropriate quality and complexity for study in these disciplines.)

I. - Text Selection

1. - **Text Complexity:** The Common Core State Standards require students to read increasingly complex texts with increasing independence as they progress toward career and college readiness.

A. - *Texts align with the complexity requirements outlined in the standards.* Reading Standard 10 outlines the level of text complexity at which students need to demonstrate comprehension in each grade. (Appendix A in the Common Core State Standards gives further information on how text complexity can be measured.)³ Research makes clear that the complexity levels of the texts students are presently required to read are significantly below what is required to achieve college and career readiness. The Common Core State Standards hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life. Instructional materials should also offer advanced texts to provide students at

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every grade with the opportunity to read texts beyond their current grade level to prepare them for the challenges of more complex text.

B. - All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level complex text as required by the standards.

Far too often, students who have fallen behind are given only less complex texts rather than the support they need to read texts at the appropriate level of complexity. Complex text is a rich repository to which all readers need access, although some students will need more scaffolding to do so. Curriculum developers and teachers have the flexibility to build progressions of more complex text within grade-level bands that overlap to a limited degree with earlier bands (e.g., grades 4–5 and grades 6–8). In addition to classroom work on texts at their own grade level, some students may need further instruction, which could include approaches such as instruction on grade-level texts, fluency practice, vocabulary building, and additional practice with texts from the previous grade band. However, this additional work should not replace extensive classroom practice with texts at or above grade level, and all intervention programs should be designed to accelerate students toward independent reading of grade-level text. Materials for students' independent reading within and outside of school should include texts at students' own reading level, but students should also be challenged to read on their own texts with complexity levels that will stretch them.

2. - Range and Quality of Texts: The Common Core State Standards require a keen focus on informational text.

A. - Curricula provide texts that are valuable sources of information. Informational texts in science, history, and technical subjects may or may not exhibit literary craft, but they should be worth reading as valuable sources of information to gain important knowledge. It is essential that the scientific and historical texts chosen for careful study be focused on such significant topics that they are worth the instructional time for students to examine them deliberately to develop a full understanding. To encourage close reading, many of these texts should be short enough to enable thorough examination on a regular basis. Students should also be required to assimilate larger volumes of content-area text to demonstrate college and career readiness. Discussion of extended or longer texts should span the entire text while also creating a series of questions that demonstrate how careful attention to specific passages within the text provides opportunities for close reading. Focusing on extended texts will enable students to develop the stamina and persistence they need to read and extract knowledge and insight from larger volumes of material. Not only do students need to be able to read closely, but they also need to be able to read larger volumes of text when necessary for research or other purposes.

B. - Curricula include opportunities to combine quantitative information derived from charts, graphs, and other formats and media with information derived from text.

An important part of building knowledge in history/social studies, science, and technical subjects is integrating information drawn from different formats and media. For example, the Reading Standards require students to integrate the

knowledge they gain from quantitative data with information they gain from words either within a single text or across several sources. Therefore, materials aligned with the Common Core State Standards might require students to compare their own experimental results to results about which they have read and integrate information from video or other media with what they learn from text.

II. - Questions and Tasks

1. - **High-Quality Text-Dependent Questions and Tasks:** Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.

A. - *Curricula provide opportunities for students to build knowledge through close reading of a specific text or texts.* As in the ELA Reading Standards, the large majority of the Literacy Standards for History/Social Studies, Science, and Technical Subjects require that aligned curricula include high-quality questions and tasks that are text dependent. Such questions should encourage students to “read like a detective” by prompting relevant and central inquiries into the meaning of the source material that can be answered only through close attention to the text. The Literacy Standards therefore require students to demonstrate their ability to follow the details of what is explicitly stated, make valid inferences that logically follow from what is stated, and draw knowledge from the text. Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself.

Materials should design opportunities for close reading of selected passages from extended or longer texts and create a series of questions that demonstrate how close attention to those passages allows students to gather evidence and knowledge from the text. This text-dependent approach can and should be applied to building knowledge from the comparison and synthesis of multiple sources in science and history. (It bears noting that science includes many nontext sources such as experiments, observations, and discourse around these scientific activities.) Once each source is read and understood carefully, attention should be given to integrating what students have just read with what they have read and learned previously: How does what they have just read compare to what they have learned before? Drawing upon relevant prior knowledge, how does the text expand or challenge that knowledge? As students apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, productive connections and comparisons across texts and ideas should bring students back to careful reading of specific texts. Gathering text evidence is equally crucial when dealing with larger volumes of text for research or other purposes.

B. - *All activities involving text require that students demonstrate increasing mastery of evidence drawn from text.* The Common Core State Standards require students to become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Aligned curriculum materials should include explicit models of a range of high-quality evidence-based answers to questions — samples of proficient student responses — about specific texts from each grade. Questions should require students to demonstrate that they follow the details of what is

explicitly stated and are able to make nontrivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Gathering text evidence is equally crucial when dealing with larger volumes of text for research or other purposes.

C. - *Questions and tasks require careful comprehension of the text before asking for further evaluation and interpretation.* The Common Core State Standards call for students to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned materials should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. Before students are asked to go beyond the text and apply their learning, they should demonstrate their grasp of the specific ideas and details of the text.

2. - *Cultivating Students' Ability To Read Complex Texts Independently:* Among the highest priorities of the Common Core State Standards is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level of complexity and depth. Aligned materials therefore should guide teachers to provide scaffolding and support to students but also gradually remove those supports by including tasks that require students to demonstrate their independent capacity to read and write in every domain at the appropriate level of complexity and sophistication.

A. - *Scaffolds enable all students to experience the complexity of the text, rather than avoid it.* Many students will need careful instruction — including effective scaffolding — to enable them to read at the level of text complexity required by the Common Core State Standards. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Students' initial exposure to a text should often engage them directly with the text so they can practice independent reading. Students should often be able to glean the information they need from multiple readings of a text. These multiple readings may include initially having a text read to them by the teacher while students follow along in the text with successive independent readings completed by the students. In particular, aligned curriculum should explicitly direct students to re-read challenging portions of the text. Follow-up support should guide readers in the use of appropriate strategies and habits when encountering places in the text where they might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention on key phrases and statements in the text or on the organization of ideas in the paragraph or the work as a whole.

When necessary, extra textual scaffolding prior to and during the first read should focus on words and concepts that are essential to a basic understanding and that students are not likely to know or be able to determine from context. Supports should be designed to serve a wide range of readers, including those English language learners and other students who are especially challenged by the complex

text before them. Texts and the discussion questions should be selected and ordered so that they bootstrap onto each other and promote deep thinking and substantive engagement with the text.

B. - Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence. It is essential that questions, tasks, and activities are designed to ensure that all students are actively engaged in reading. Students should be prompted to ask high-quality questions about what they are reading to further comprehension and analysis. Writing about text is also an effective way to elicit this active engagement. Students should have opportunities to use writing to clarify, examine, and organize their own thinking, so reading materials should provide effective ongoing prompts for students to analyze texts in writing. Instructional materials should be designed to devote sufficient time in class to students encountering text without scaffolding, as they often will in college- and career-ready environments. A significant portion of the time spent with each text should provide opportunities for students to work independently within and outside of class on analyzing the text because this independent analysis is required by the standards.

III. Academic (and Domain-Specific) Vocabulary

The Common Core State Standards require a focus on academic vocabulary that is prevalent in more complex texts as well as domain-specific words. Academic vocabulary (described in more detail as Tier 2 words in Appendix A of the Common Core State Standards) includes those words that readers will find in all types of complex texts from different disciplines. Materials aligned with the Common Core State Standards should help students acquire knowledge of general academic vocabulary in addition to domain-specific words because these words will help students access a range of complex texts in diverse subject areas.

IV. Writing to Sources and Research

- 1. - Writing to Sources — a Key Task:** Crafting an argument frequently relies on using information; similarly, an analysis of a subject will include argumentative elements. While these forms are not strictly independent, what is critical to both forms of writing is the use and integration of evidence. In historical, technical, and scientific writing, accuracy matters, and students should demonstrate their knowledge through precision and detail.
- 2. - Extensive Practice with Short, Focused Research Projects:** Writing Standard 7 emphasizes that students should conduct several short research projects in addition to more sustained research efforts. Materials should require several of these short research projects to enable students to repeat the research process many times and develop the expertise needed to conduct research independently. A progression of shorter research projects also encourages students to develop expertise in one area by analyzing different aspects of the same topic as well as other texts and source materials on that topic.

