

Duval County Public Schools

Intensive Reading Grades 11 and 12

2008-2009



Ed Pratt-Dannals, Superintendent



Dr. Jeanne Ballentine
K-12 English Language Arts, Reading, and ESOL

Doni Parkinson, District Literacy Coach
Secondary English Language Arts & Reading

Adopted Course Materials:
See attached list of materials.

11th and 12th Grade Intensive Reading Curriculum Explanation

Student Placement and Progress Monitoring

Florida Statute 1011.62 requires middle and high school students who score at Level 1 on FCAT Reading to complete an intensive reading course; students who score at Level 2 on FCAT Reading to be placed in an intensive reading course or a content area course where reading strategies are delivered; and that the Florida Department of Education provide strategies for diagnosing and meeting the needs of students reading below grade level.

The FLDOE provides a placement chart that stipulates the level of remedial reading services FCAT Reading Level 1 and 2 students are to receive on its website at http://info.fl DOE.org/justread/educators/Secondary_Reading_Placement_Chart.pdf (chart relating to grades 6-8 attached). As can be seen from this placement chart, placement for FCAT Reading Level 1 and 2 students is also dependent upon their reading fluency rate. To determine this initial reading fluency rate the Florida Center for Reading Research developed the Florida Oral Reading Fluency (FORF) assessment and scoring guides (available online at http://www.fcrr.org/forf_mazes/forf.htm). The FORF measurement consists of on-grade-level passages that students read aloud while being timed for one minute. This is an individually administered measure. Two passages are administered and results of both are averaged to get a score of words read correctly in one minute (wcpm). This score reflects a student's accuracy and fluency. The Fluency Cut Score Chart for the fall of 2007 used to distinguish fluent from disfluent students is attached.

To satisfy the requirements of legislation requiring that students scoring at Level 1 and Level 2 on the FCAT Reading take tests to monitor their progress in reading during the following year, the FORF measurement is administered during the following 2007-2008 assessment windows: September 17-28, January 25-February 7, and April 30-May 20. FORF scores for all FCAT Reading Levels 1 and 2 students must be input on the PMRN screen. A student's FORF score can then be compared to a risk levels chart to serve as an indicator for level of instruction. Scores on the FORF test should increase from the fall, to winter, to spring, if the student is making good progress in becoming a better reader.

The risk levels associated with the FORF measurement were developed by examining the relationship of these tests to performance on the FCAT, and then projecting an expected rate of growth during the year. A student scoring in the high risk range needs intensive intervention that includes explicit and systematic instruction. However, since the FORF is a diagnostic assessment, teachers may need to gather further information to plan a comprehensive instructional strategy. If a published intervention program is used to guide intensive instruction, a placement test from the program can be used to form instructional groups. Typically, most students at "high risk" will need intensive instruction in reading fluency and accuracy, vocabulary, and reading comprehension strategies. A student scoring in the moderate risk range needs less intensive instruction along with extra reading practice and teacher support. Typically, the greatest instructional needs of students in this category fall in the area of vocabulary and comprehension strategies. A student scoring in the low risk range should be able to succeed in regular classroom curriculum without any special instructional considerations.

Definition of Terms

Florida's Reading Formula for Success: 5+3+ii+iii=NCLB

- 5= Five Essential Components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary Development, Comprehension)
- 3= Three Types of Assessment (Screening, Diagnosis, Progress Monitoring)
- ii= initial instruction in all classrooms: An effective reading program integrates the five instructional components of effective reading instruction into a comprehensive and cohesive instructional design through whole and small groups. This includes the following:
 - Explicit and systematic focus lessons and follow-up in small group remediation
 - Many opportunities for practice with and without scaffolds
 - Aligned student materials
- iii= immediate intensive intervention: An effective reading program integrates differentiated instruction through small group or individual sessions. This includes the following
 - additional instruction as needed
 - increased scaffolding as needed
 - alternative instructional materials
- NCLB=No Child Left Behind

Components of an Intensive Reading Class Period—It is expected that this course will follow the workshop model:

Opening Session (40 minutes)

Role of the teacher is that of instructor

Session includes the Class Opening, Reading-Aloud, Word Study, and Focus Lesson

Work Session (40 Minutes)

Role of the teacher is that of facilitator

Session includes one or more of the following: small group practice activities, instructional center stations, one-on-one consultations,

triple-I sessions, reciprocal teaching groups, independent reading, literature circles

Closing (10 minutes)

Role of the teacher is that of facilitator

Session includes reviewing lessons of the day and anticipating next stage of learning/study

Look-Fors Monitoring Instrument—11th/12th Grade Intensive Reading Classrooms: Teachers and administrators should use this instrument for observation and evaluation.

Grade 11 Intensive Reading Materials

<p>Initial Instruction (ii) <i>Great Source Critical Reading Sourcebook Grade 11</i> 25 Student books + Teacher' Edition</p>
<p>Differentiated Instruction/ Immediate Intensive Intervention (iii) <i>Jamestown Education Materials:</i> <i>Teaching Reading With Jamestown: Strategies and Instruction</i> 1 Teacher's Guide <i>Signature Reading</i> 3 each Levels F, G, and H + Teacher's Edition) <i>Reading Fluency</i> 3 each Levels G, H, and I + Readers Record + Teacher's Notes <i>The Real Deal</i> 3 each Danger Zone, Fateful Journeys, Uncommon Courage + Teacher's Notes <i>Reading Drills</i> 2 each Middle Level, Advanced Level + Teacher's Notes <i>Vocabulary Drills</i> 2 each Middle Level, Advanced Level + Teacher's Notes <i>Skimming and Scanning</i> 2 each Middle Level, Advanced Level + Teacher's Notes <i>Critical Reading Grades (6-8)</i> 5 each of 12 titles <i>REWARDS</i> 5 Student books + 1 Teacher's Edition</p>
<p>Assessments FCAT Spring 2007 Fluency Progress Monitoring -FORF administered fall, winter, spring and reported on PMNR Great Source Florida Diagnostic Tests 1 Teacher's Guide + tests (progress monitoring: pre and post tests + 3 interims) DAR (Diagnostic Assessment of Reading) 1 Teacher's Kit from DOE QRI 4 (vendor FrancBeth)1 Teacher's Edition</p>

Grade 12 Intensive Reading Materials

<p>Initial Instruction (ii) <i>Great Source Critical Reading Sourcebook Grade 12</i> 25 Student books + Teacher' Edition</p>
<p>Differentiated Instruction Immediate Intensive Intervention (iii) <i>Jamestown Education Materials:</i> <i>Teaching Reading With Jamestown: Strategies and Instruction</i> 1 Teacher's Guide <i>Signature Reading</i> 3 each Levels F, G, and H + Teacher's Edition) <i>Reading Fluency</i> 3 each Levels G, H, and I + Readers Record + Teacher's Notes <i>The Real Deal</i> 3 each Danger Zone, Fateful Journeys, Uncommon Courage + Teacher's Notes <i>Reading Drills</i> 2 each Middle Level, Advanced Level + Teacher's Notes <i>Vocabulary Drills</i> 2 each Middle Level, Advanced Level + Teacher's Notes <i>Skimming and Scanning</i> 2 each Middle Level, Advanced Level + Teacher's Notes <i>Critical Reading Grades (6-8)</i> 5 each of 12 titles <i>REWARDS</i> 5 Student books + 1 Teacher's Edition</p>
<p>Assessments FCAT Spring 2007 Fluency Progress Monitoring -FORF administered fall, winter, spring and reported on PMNR Great Source Florida Diagnostic Tests 1 Teacher's Guide + tests (progress monitoring: pre and post tests + 3 interims) DAR (Diagnostic Assessment of Reading) 1 Teacher's Kit from DOE QRI 4 (vendor FrancBeth)1 Teacher's Edition</p>

INTENSIVE READING – 11TH GRADE PACING GUIDE (1ST Quarter)

Week	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resources	Assessment
2-3-4 (15 days)	America (Selection 1-2)	Context clues Prefixes Root words	Draw conclusions Author's purpose Main idea and details Inferences Persuasive techniques Graphics: Notable quotes Summarizer organizer Feelings organizer Main idea organizer	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.2 LA.A.2.4.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
5-6 (9 days)	Slavery and Emancipation (Selection 3-4)	Context clues Prefixes	Inferring meaning Generalizations Summarizing Details Predicting events, effects Persuasive techniques Graphics: Flow chart Herringbone 5WH herringbone	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
7-8 (10 days)	Author Focus: Annie Dillard (Selection 5-6)	Connotation/ Denotation Homographs Context clues Suffixes	Inferences Figurative language Draw conclusions Summarizing Graphics: Sensory language Idea cluster Character cluster Conclusion chart 5WH hand	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
9-10	END OF QUARTER 1					
	LATEST DATE TO BEGIN TRIPLE I AND REWARDS PROGRAM					

INTENSIVE READING – 11TH GRADE PACING GUIDE (2nd Quarter)

11-12 (8 days)	Vietnam (Selection 7-8)	Context clues Root words Connotation/ Denotation Antonyms	Poetry/meaning Poetry/rhythm Summarizing Character development Theme Author's Purpose Persuasive techniques Graphics: 5WH cluster Venn Multiple Venn Attributes with evidence	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.2 LA.A.2.4.5 LA.E.1.4.3 LA.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
13-14 (10 days)	Japanese- American Internment (Selection 9- 10)	Context clues Homographs Prefixes	Draw conclusions Mood Sequence Persuasive techniques Comparing/Contrasting Graphics: Story frame Sensory words brainstorming Sequence organizer	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
15 (5 days)	Author Focus: Ernest Gaines (Selection 11)	Root words	Plot Flashback Character development Graphics: Story frame Story map	LA.A.1.4.3 LA.E.1.4.1 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
16 (2 days)	THANKSGIVING WEEK					
17-18 (9 days)	Author Focus: Ernest Gaines (Selection 12)	Context clues Synonyms	Sequence Author's purpose Point of view Theme Graphics: 3-Circle Venn Storyboard Story pie	LA.A.1.4.2 LA.A.2.4.1 LA.A.2.4.2 LA.E.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
19-20 (2 days)	END OF QUARTER 2					

INTENSIVE READING – 11TH GRADE PACING GUIDE (3rd Quarter)

Week	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resource	Assessment
21-22 (10 days)	Power of Words (Selection 13-14)	Suffixes Connotation/ Denotation Prefixes & suffixes	Generalizations Draw conclusions Summarizing Persuasive techniques Graphics: Important quotes Word pictures Word web	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
23-24 (10 days)	Civil Rights (Selection 15-16)	Context clues Root words Inferring meaning	Predicting events Point of view Main idea and details Word choice Sequence Graphics: Chain of events organizer Plot line Main idea/detail organizer	LA.A.1.4.1 LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.2 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
26 (5 days)	Author Focus: Emily Dickinson (Selection 17-18)	Context clues Synonyms Sensory language Root words	Poetry/meaning Poetry/alliteration Poetry/rhyme Poetry/sentence structure Graphics: Poem fact sheet Poem characteristics web	LA.A.1.4.2 LA.A.1.4.3 LA.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
30 (4 days)	END OF QUARTER 3					

INTENSIVE READING – 11TH GRADE PACING GUIDE (4th Quarter)

32 (10 days)	Work (Selection 19-20)	Homographs Prefixes	Plot Character development Poetry/meaning Graphics: Character attribute map Dynamic character trait chart Herringbone	LA.E.1.4.2 LA.E.2.4.3 LA.A.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
33-34 (10 days)	Alaska (Selection 21-22)	Homophones Context clues	Details Figurative language Draw conclusions Character development Summarizing Comparing/contrasting Graphics: Branching diagram Venn Double entry journal	LA.A.1.4.2 LA.A.1.4.3 LA.E.1.4.1 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
35-36 (10 days)	Author Focus: Henry David Thoreau (Selection 23-24)	Suffixes Word origins	Draw conclusions Theme Paraphrase Main idea and details Graphics: Concentric circles diagram Action/effect organizer Main idea/supporting details chart	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
37 (5 days)						
38 (4 days)	LAST WEEK OF SCHOOL					

NOTES TO TEACHERS

Vocabulary Focus

- ✓ These topics are addressed during the *Reading and Writing Sourcebook* lessons.
- ✓ You may elect to follow the sequenced plan of instruction for affixes and roots. However, remember that the interim assessments will have questions that test student knowledge of the topics in the “Vocabulary Focus” column.

Instructional Focus

- ✓ These concepts are addressed during the *Reading and Writing Sourcebook* lessons and will be tested on the interim assessment.
- ✓ Other concepts, as denoted by student data charts, may also be included in focus lessons and triple I sessions.

Diagnostic Pre, Interim, Post Tests

- ✓ Diagnostic tests focus on two reading skill areas: vocabulary and comprehension. The interim tests chart progress on vocabulary development and comprehension. The pre-test provides a baseline evaluation and the post test provides progress in the grade level as a whole.
- ✓ Comprehension Assessment
 - Fiction or non-fiction passage + 8 questions that evaluate higher order thinking
 - 6 multiple choice questions and 2 “Read-Think-Explain” questions
- ✓ Vocabulary Assessment
 - Section 1: Questions 1-5 focus on word meaning and lesson vocabulary (critical grade level vocabulary)
 - Section 2: Questions 6-10 focus on word structure and analysis (prefixes, suffixes, roots)

Assessment

- ✓ This term refers to the assessment that accompanies each selection
- ✓ 10 multiple choice and 1 short response question

INTENSIVE READING – 12TH GRADE PACING GUIDE (1ST Quarter)

Week	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resources	Assessment
2-3-4 (15 days)	Meeting the Unknown (Selection 1-2)	Synonyms Root word	Inferences Sequence Plot Main idea and details Graphics: Sequence of events chart Sequence organizer Venn Story Pyramid	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.3 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
5-6 (9 days)	Land and Rivers (Selection 3-4)	Context clues Homographs	Inferring meaning Summarizing Draw conclusions Inferences Comparing/contrasting Main idea and details Word choice Graphics: Word chain 5WH chart Descriptive word chart Venn Sketch a place	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
7-8 (10 days)	Author Focus: Chinua Achebe (Selection 5-6)	Context clues Suffixes Word origins	Inferences Character development Sequence Predicting events, effects Plot Graphics: Character attribute map Double entry journal Story pie Conflict-solution circle	LA.A.1.4.1 LA.A.1.4.2 LA.A.1.4.3 LA.E.1.4.3 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
10	END OF QUARTER 1					
	LATEST DATE TO BEGIN TRIPLE I AND REWARDS PROGRAM					

INTENSIVE READING – 12TH GRADE PACING GUIDE (2nd Quarter)

11-12 (8 days)	Romance (Selection 7-8)	Context clues	Author's purpose Sequence Paraphrase Main idea and details Graphics: Emotion chart 5-Senses chart Bio-Poem Venn "Narrow the topic" chart	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
13-14 (10 days)	Scientific Mysteries (Selection 9-10)	Synonyms Context clues Root words	Draw conclusions Word choice Inference Main idea and details Graphics: Event-Result chart Sequence of events circles Main idea organizer Important points cluster	LA.A.1.4.2 LA.A.2.4.1 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
15 (5 days)	Author Focus: Virginia Woolf (Selection 11)	Root words	Inferences Graphics: Sensory language chart Concept web	LA.A.1.4.3 LA.A.1.4.2 LA.E.1.4.1 LA.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
16 (2 days)	THANKSGIVING WEEK					
17-18 (9 days)	Author Focus: Virginia Woolf (Selection 12)	Prefixes	Predicting events, effects Theme Symbolism Sequence Graphics: Word for concept web Storyboard	LA.A.1.4.1 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.1 LA.E.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
19-20 (2 days)	END OF QUARTER 2					

INTENSIVE READING – 12TH GRADE PACING GUIDE (3rd Quarter)

Week	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Source	Assessment
21-22 (10 days)	Violence (Selection 13-14)	Context clues Homographs	Predicting events, effects Author's purpose Plot Poetry/meaning Rhythm Graphics: Cartoon strip graphic Double entry journal Plot line Word chart	LA.A.1.4.1 LA.A.1.4.2 LA.A.2.4.2 LA.E.1.4.3 LA.E.2.4.1 LA.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
23-24 (10 days)	Antarctica (Selection 15-16)	Prefixes Suffixes	Plot Inferences Foreshadowing Theme Graphics: Story string Description chart Cause-effect organizer	LA.A.1.4.2 LA.A.1.4.3 LA.E.1.4.1 LA.E.1.4.3 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
26 (5 days)	Author Focus: Arthur C. Clarke (Selection 17-18)	Connotation Context clues Homographs	Plot Character development Paraphrase Irony Predicting events, effects Inferring meaning Persuasive techniques Graphics: Word map Draw a picture 2-story narrative structure	LA.A.1.4.1 LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5 LA.E.1.4.1 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
30 (4 days)	END OF QUARTER 3					

INTENSIVE READING – 12TH GRADE PACING GUIDE (4th Quarter)

32 (10 days)	Families (Selection 19-20)	Connotation Context clues Synonyms Prefixes	Inferences Figurative language Main idea and details Conflict and resolution Details Graphics: Comparison organizer Inference organizer Episode analysis organizer	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.1 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
33-34 (10 days)	The Written Word (Selection 21-22)	Context clues Suffixes Root words	Author's purpose Comparing/contrasting Word choice Persuasive techniques Graphics: Ideas web Venn Summary organizer	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.2 LA.A.2.4.5 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
35-36 (10 days)	Author Focus: R.K. Narayan (Selection 23-24)	Connotation Context clues Synonyms Analyze words	Character development Flashback Inferences Mood Persuasive techniques Graphics: Story organizer Words and Actions chart Story-within-a-story structure	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5 LA.E.1.4.1 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
37 (5 days)						
38 (4 days)	LAST WEEK OF SCHOOL					

NOTES TO TEACHERS

Vocabulary Focus

- ✓ These topics are addressed during the *Reading and Writing Sourcebook* lessons.
- ✓ You may elect to follow the sequenced plan of instruction for affixes and roots. However, remember that the interim assessments will have questions that test student knowledge of the topics in the “Vocabulary Focus” column.

Instructional Focus

- ✓ These concepts are addressed during the *Reading and Writing Sourcebook* lessons and will be tested on the interim assessment.
- ✓ Other concepts, as denoted by student data charts, may also be included in focus lessons and triple I sessions.

Diagnostic Pre, Interim, Post Tests

- ✓ Diagnostic tests focus on two reading skill areas: vocabulary and comprehension. The interim tests chart progress on vocabulary development and comprehension. The pre-test provides a baseline evaluation and the post test provides progress in the grade level as a whole.
- ✓ Comprehension Assessment
 - Fiction or non-fiction passage + 8 questions that evaluate higher order thinking
 - 6 multiple choice questions and 2 “Read-Think-Explain questions
- ✓ Vocabulary Assessment
 - Section 1: Questions 1-5 focus on word meaning and lesson vocabulary (critical grade level vocabulary)
 - Section 2: Questions 6-10 focus on word structure and analysis (prefixes, suffixes, roots)

Assessment

- ✓ This term refers to the assessment that accompanies each selection
- ✓ 10 multiple choice and 1 short response question

Look-Fors Monitoring Instrument—11th/12th Grade Intensive Reading Classrooms

Learning Outcome (Relevance)	Pacing	Evidence of Strategy Instruction and Learning	High Level Thinking (Rigor)	Embedded Assessments (Results)	Learning Environment (Relationships)	Progress Monitoring and Portfolios (Results)	Comments/Action Needed
<p>Today's learning outcome (identify lesson objective and how learning will be assessed) should be posted so that it is visible to the students.</p> <p>The teacher should be teaching the posted learning outcome.</p> <p>The learning outcome is aligned to the district pacing guide.</p> <p>Strive technology should be used to complement rather than replace the district curriculum.</p> <p>The monitor should record the posted outcome on this instrument for future reference.</p>	<p>The teacher should be within a few days of the district pacing guide, taking into consideration adjustments necessary to incorporating Strive technology-related lessons and activities for those classes who have this technology.</p> <p>Deviations from the pacing guide should be the result of differentiated instruction determined necessary by students' need for remediation. Materials should be ancillary products provided by the district (Jamestown workbooks, etc.)</p>	<p>Before, during, and after reading strategy instruction should be apparent through postings in the classroom, references to them by the teacher, today's lesson, and knowledge of them by the students.</p> <p>Vocabulary building should be obvious and student created (e.g., word walls, concept mapping). Words should be culled from current reading materials and classroom discussions.</p> <p>Collaborative groupings should occur daily (pairs, threesomes, small groups such as guided reading, etc.)</p>	<p>The teacher should use and encourage students' development of probing questions that support development of higher level thinking questions, and provide appropriate wait-time for responses.</p> <p>The teacher should use and encourage students' development of active listening skills by restating students' questions and comments for clarification.</p> <p>While the teacher needs to meet the student at his/her current level, student assignments should be reasonably challenging.</p>	<p>The learning cycle of instruction, practice, assessment, feedback, and either required remediation or new instruction should be apparent.</p> <p>The recursive link between assessment and instruction should be obvious to the students and the monitor.</p> <p>Students should be aware of individual learning needs and have established measurable goals designed to meet these needs.</p>	<p>The teacher should employ scaffolding and collaborative groupings to facilitate a safe, positive learning environment.</p> <p>The teacher should have evidence of one-on-one conferencing and individualized instruction for each student.</p> <p>The teacher should model for students and coach them.</p> <p>The teacher should be familiar with young adult literature and be able to match students to appropriate reading material.</p>	<p>The teacher can provide evidence of student work that shows baseline ability, developing skills, and mastery of skills.</p> <p>The teacher can provide individual student data that supports individualized instruction (FCAT scores, fluency rates, NWEA results, etc.).</p> <p>Student portfolios include evidence of student writing as a method of improving reading ability.</p>	<p>Indicate level of teacher's training or progress in training in reading instruction:</p> <p>() Reading certified</p> <p>() Reading endorsed</p> <p>() Comp 1</p> <p>() Comp 2</p> <p>() Comp 3</p> <p>() Comp 4/5</p> <p>() CAR-PD</p> <p>() FOR-PD</p> <p>() CAR-PD</p> <p>() Practicum</p>

Student Reading Placement, Grades 11-12 Just Read, Florida! 2008 - 2009

Student's Reading Status	Reading Intervention Required?	Extended Time in Reading Intervention Required?	Intensive Reading or Intensive Language Arts Required? #	Content Area Reading Option Available in Placement?	Length Traditional Schedule	Length 4x4 Schedule (extra period)	Length Alternate Day Block	Teacher Certification/ Professional Development Required
L1 Graduation Requirement Not Met Fluent 11-12*	Yes	No	Yes	No	Daily until graduation requirement is met 1 period	Daily until graduation requirement is met	Every other day until graduation requirement is met	RE1 RC2
L2 Graduation Requirement Not Met Fluent 11-12	Yes	No	No, if provided through content area intervention	Yes	Daily until graduation requirement is met 1 period	Daily until graduation requirement is met	Every other day until graduation requirement is met	RE1 RC2 CAR-PD3
L1 or L2 Graduation Requirement Not Met Disfluent 11-12	Yes	Yes	Yes	No, but a content area course may be blocked with Intensive Reading/Intensive Language Arts	Daily until graduation requirement is met 2 periods	Daily until graduation requirement is met	Daily until graduation requirement is met	RE1 RC2
L2 FCAT, Graduation Requirement Met through FCAT score of 1926-2067 or Concordant Score 11-12	Yes	No	No	Yes	District Flexibility	District Flexibility	District Flexibility	District Flexibility
L1 FCAT, Graduation Requirement Met through Concordant Score 11-12	Yes	No	Yes	No	Daily 36 weeks 1 period	Daily 18 weeks	Every other day 36 weeks	RE1 RC2

* Data must be provided to show that L1 students are fluent based on district placement criteria benchmarks. # Development Language Arts through ESOL, Reading: 9-12, or Life Skills Reading: 9-12, which require RE¹ or RC², may also be used. RE¹ = Reading Endorsement RC² = Reading Certification CAR-PD³ = Content Area Reading Professional Development

Progress Monitoring is required for ALL students needing reading intervention.

FLUENCY CUT-SCORES
for Student Reading Placement
 FORF and DIBELS
 Grades 6-12

2008-2009

Use the cut-scores in the chart to determine which students are considered fluent or disfluent readers. Level 2 fluent students will receive the required reading intervention in a content area course.

Fluency Cut-Scores for Fall 2007							
Fall Grade Placement	6*	7	8	9	10	11	12
Fluency Cut Score	92 and below is disfluent	114 and below is disfluent	111 and below is disfluent	116 and below is disfluent	116 and below is disfluent	116 and below is disfluent	116 and below is disfluent

*The grade 6 cut-score is applied to the DIBELS Oral Reading Fluency measure administered in the spring to grade 5 students.

All other scores refer to the Florida Oral Reading Fluency (FORF) measure administered in the spring to students in grades 6-12.