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APPENDIX I

**PROFESSIONAL DEVELOPMENT AND EDUCATIONAL
SERVICES**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT FOR
NON-HIGHLY QUALIFIED INSTRUCTORS

Professional Development offers professional development activities and subject area test preparation sessions instructed by subject matter experts in the following certification areas to assist teachers pass subject area exams in the following subject areas:

- Middle Grades English (grades 5-9)
- Middle Grades General Science (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- Middle Grades Mathematics (grades 5-9)
- Middle Grades Social Science (grades 5-9)
- English (grades 6-12)
- Mathematics (grades 6-12)
- Social Science (grades 6-12)
- Biology (grades 6-12)
- Chemistry (grades 6-12)
- Earth-Space Science (grades 6-12)
- Physics (grades 6-12)
- Reading K-12
- Exceptional Student Education (ESE) K-12
- English as a Second Language (ESOL) K-12

Subject area test tutorials will be offered by the district for instructional staff teaching out-of-field and/or who are not highly qualified. Teachers will be required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the school year.

Mentors for Beginning Teachers

Qualifications for mentors:

- Must hold a valid professional teaching certificate;
- Minimum of three years of successful teaching experience; and
- Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.

Selection criteria for mentors:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;

- Outstanding knowledge of content, materials and other methods that support high standards in the curriculum areas;
- Evidence of outstanding instructional practice;
- Credibility with colleagues;
- Demonstration of commitment to personal professional growth and learning through frequent participation in professional development; and
- Experience working with adult learners.

Training available to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following two courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring

Who receives a mentor:

- Teachers **new** to the profession (without previous teaching experience) are eligible to receive a site-based mentor (MINT certified)

Help for 2nd and 3rd year teachers:

- Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
- A buddy teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, math coach, National Board Certified Teacher, etc

APPENDIX II
STUDENT SERVICES

**2010-2011
School Improvement Plan
Division of Student Services**

**Part I: Current School Status
School Profile Demographics**

Partnerships and Grants-List of Examples

- **Health Connect in Our Schools**-partnership with The Children’s Trust, Miami-Dade County Health Department, and local health service providers.
- **Drug-Free Youth in Town (D-FY-IT)Program**-partnership with the D-FY-IT, Inc in providing drug information, developing leadership skills, organizing community service opportunities, facilitating club meetings, and coordinating special activities for students and parents.
- **Youth Crime Watch**-partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence.
- **Olweus Bullying Program – Partnership with The Elijah Network** - research based bullying prevention program grant initiative
- **TATU** - Teens Against Tobacco Use Program through American Lung Association
- **Peer Mediation** - Conflict Resolution Program using peer to peer approach

Additional Requirements

<p>Title IV Safe and Drug-Free Schools Violence Prevention</p> <ul style="list-style-type: none"> • The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists. • Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program. 	<p>E,K8, M,S</p>
<ul style="list-style-type: none"> • TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. 	<p>K8,M,S</p>

<p>Other: Health Connect in Our Schools</p> <ul style="list-style-type: none"> • Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. • HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. • HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner. • HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education. • HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. 	<p>E,K8,M,S</p>
<p>Postsecondary Transition</p> <p>Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions</p> <p>Tools for Success: Preparing Students for Senior High School and Beyond is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and community awareness, and health and wellness which support student success.</p> <p>Surviving My First Year After High School is a tenth, eleventh and twelfth grade curriculum consisting of lesson plans and activities that have been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences.</p> <p>Title X-Homeless Assistance</p> <ul style="list-style-type: none"> • The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. • Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of 	<p>S</p> <p>E,K8,M,S</p>

<p>homeless students.</p> <ul style="list-style-type: none">• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.• Project Upstart will be implementing a 2010 summer academic enrichment camp for students in four homeless shelters in the community.• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.	
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**TITLE X-HOMELESS ASSISTANCE
LIST OF SCHOOLS SERVICED BY PROJECT UPSTART
HOMELESS CHILDREN & YOUTH IN TRANSITION
2009-2010 SCHOOL YEAR**

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

Academy for Arts and Minds	Campbell Drive Middle
Advanced Learning Center	Caribbean Elementary
Allapattah Middle	Carol City Elementary
Alonzo & Tracy Mourning Sr	Carol City Middle
Alternative Outreach Program	Carrie P. Meek/Westview Elementary
Amelia Earhart Elementary	Centennial Middle
American Senior	Charles R. Drew Middle
Andover Middle School	Charles R. Hadley Elementary
Arch Creek Elementary	Charter School at Waterstone
Arcola Lakes Elementary	Christina M. Eve Elementary
Arvida Middle	Citrus Grove Elementary
ASPIRA Eugenio M. Hostos	Citrus Grove Middle
Auburndale Elementary	City of Hialeah Education Academy
Aventura Waterways K-8 Center	Claude Pepper Elementary
Avocado Elementary	Coconut Grove Elementary
Banyan Elementary	Coconut Palm K-8 Academy
Barbara Goleman Sr	Colonial Drive Elementary
Barbara Hawkins Elementary	Comstock Elementary
Bel Aire Elementary	Coral Gables Senior
Ben Sheppard Elementary	Coral Park Elementary
Benjamin Franklin Elementary	Coral Reef Elementary
Biscayne Elementary	Coral Reef Senior
Biscayne Gardens Elementary.	Coral Terrace Elementary
Bob Graham Educational	Coral Way K-8 Center
Booker T. Washington Senior	Corporate Academy North
Bowman Foster Ashe Elementary	Corporate Academy South
Braddock High School	Country Club Middle
Brentwood Elementary	Crestview Elementary
Broadmoor Elementary	Cutler Ridge Elementary
Brownsville Middle	Cutler Ridge Middle
Bunche Park Elementary	Dade Marine Institute
Calusa Elementary	David Lawrence Jr. K-8
Campbell Drive Elementary	Design & Architecture Sr.

Devon Aire K-8 Center
Doctors Charters/Miami Shores
Doral Academy Middle
Dorothy M. Wallace Cope Center
Douglass Elementary
Downtown Miami Charter
Dr. Carlos J. Finlay Elementary
Dr. Edward L. Whigham Elementary
Dr. H.W. Mack Elementary
Dr. Manuel C. Barreiro Elementary
Dr. Michael Krop Senior
Dr. Robert B. Ingram Elementary
Dr. Rolando Espinosa K-8 Center
Earlington Heights Elementary
Edison Park Elementary
Eneida M. Hartner Elementary.
Ernest R. Graham Elementary
Ethel F. Beckford/Richmond Elementary
Ethel Koger Beckman Elementary
Eugenia B. Thomas
Everglades K-8 Center
Excel Academy Charter
Excelsior Language Academy K-8
Fairlawn Elementary
Feinberg Fisher K-8 Center
Felix Varela Senior
Flagami Elementary
Florida City Elementary
Florida International Academy
Frances S. Tucker Elementary
Frank C. Martin K-8 Center
Frederick Douglas Elementary
Fulford Elementary
G. Holmes Braddock Senior
G.W. Carver Elementary
Gateway Environmental K-8 Center
Gertrude K. Edelman Elementary
Gibson Charter School
Gilbert L. Porter Elementary
Glades Middle
Gloria Floyd Elementary
Golden Glades Elementary
Goulds Elementary

Gratigny Elementary
Greenglade Elementary
Greynolds Park Elementary
Gulfstream Elementary.
Hammocks Middle
Henry E.Reeves Elementary
Henry H. Filer Middle
Henry M. Flagler Elementary
Herbert Ammons Middle
Hialeah Gardens Elem.
Hialeah Gardens Middle
Hialeah Gardens Senior
Hialeah Miami Lakes Sr
Hialeah Middle
Hialeah Senior
Hibiscus Elementary
Highland Oaks Middle
Hollywood Central
Holmes Elementary
Holy Cross Lutheran
Homestead Middle
Homestead Senior
Horace Mann Middle
Howard Doolin Middle
Howard Drive Elementary
Howard McMillan Middle
Hubert O. Sibley Elementary
Integrated Academics (SIATECH)
Irving Beatriz Peskoe Elementary
Jack D. Gordon Elementary
James H. Bright Elementary
Jane Roberts K-8 Center
Jesse J. McCrary Jr., Elementary
Jessica Child Care Center
Joe Hall Elementary
John F. Kennedy Middle
John Ferguson Senior
John G. Dupuis Elementary
John I. Smith Elementary
Jorge Mas Canosa Middle
Jose de Diego Middle
Jose Marti Middle
Kelsey L. Pharr Elementary

Kendale Lakes Elementary
Kendale Elementary
Kensington Park Elementary
Kenwood K-8 Center
Keys Gate Charter School
Kinlock Park Elementary
Kinlock Park Middle
Lake Stevens Elementary
Lake Stevens Middle
Lakeview Elementary
Lamar Louise Curry Middle
Laura C. Saunders Elementary
Law Enforcement Officers High
Lawrence Academy Elementary
Lawrence Academy Middle
Lawton Chiles Middle
Leewood K-8 Center
Leisure City K-8 Center
Lenora B. Smith Elementary
Liberty City Elementary
Life Skills Center
Lillie C. Evans Elementary
Lincoln-Marti East Hialeah
Linda Lentin K-8 Center
Lorah Park Elementary
Ludlam Elementary
M.A. Milam K-8 Center
Madie Ives Elementary
Madison Middle
Mandarin Lakes K-8 Center
Maritime & Science Technology
Mater Academy Charter Sr
Mater Academy East Charter
Mater Academy East Middle
Mater Academy Lakes Middle
Mater Academy of Intl Studies
Mavericks High
Maya Angelou Elementary
Mays Middle
Meadowlane Elementary
Melrose Elementary
Merrick Educational Center
Miami Arts Charter

Miami Beach Senior
Miami Carol City Senior
Miami Central Sr.
Miami Community Charter Middle
Miami Community Charter School
Miami Coral Park Senior
Miami Edison Middle
Miami Edison Senior
Miami Gardens Elem.
Miami Heights Elementary
Miami Jackson Senior
Miami Killian Senior
Miami Lakes Educational Center
Miami Lakes K-8 Center
Miami Lakes Senior
Miami MacArthur Senior
Miami Norland Senior
Miami Northwestern Senior
Miami Palmetto Senior
Miami Park Elementary
Miami Senior
Miami Southridge Senior
Miami Springs Elementary
Miami Springs Middle
Miami Springs Senior
Miami Sunset Senior
Morningside Elementary.
Myrtle Grove Elementary
Nathan Young Elementary
Natural Bridge Elementary
Nautilus Middle
New World School of Arts
Norland Elementary
Norland Middle
Norma Butler Elementary
North Beach Elementary
North County Elementary
North Dade Middle
North Glade Elementary
North Miami Elementary
North Miami Middle
North Miami Senior
North Miami Beach Senior

North Twin Lakes Elementary
Norwood Elementary
Oak Grove Elementary
Ojus Elementary
Olinda Elementary
Oliver Hoover Elementary
Dr. Robert Ingraham Elementary
Orchard Villa Elementary
Palm Springs North Elementary
Palm Springs Middle
Palmetto Elementary
Palmetto Middle
Parkway Elementary
Parkway Middle
Parkview Elementary
Paul Bell Middle
Palm Springs Middle
Paul Laurence Dunbar Elementary
Perrine Elementary
Peskoe Elementary
Phillis Wheatley Elementary
Phyllis R. Miller Elementary
Pine Lake Elementary
Pine Villa Elementary
Pinecrest Elementary
Poinciana Park Elementary
Ponce de Leon Middle
Rainbow Park Elementary
Redland Elementary
Redland Middle School
Redondo Elementary
Richmond Heights Middle
Rise Academy Charter
Riverside Elementary
Robert Ingram Elementary
Robert Morgan Educational Center
Robert Renick Education Center
Robert Russa Moton Elementary
Rockway Elementary
Ronald W. Reagan Senior
Royal Green Elementary
Ruben Dario Middle
Ruth Owens Kruse Ed.

Santa Clara Elementary
School for Advanced Studies
Scott Lake Elementary
Seminole Elementary
Shadowlawn Elementary
Shenandoah Elementary
Shenandoah Middle
Silver Bluff Elementary
Skyway Elementary
Somerset Academy Elementary
Somerset Academy Charter
Somerset Academy Charter High
Somerset Arts Academy
South Dade Middle
South Dade Senior
South Hialeah Elementary
South Miami Heights Elementary
South Miami K-8 Center
South Miami Middle
South Miami Senior
South Pointe Elementary
Southwest Miami Senior
Southwood Middle
Spanish Lakes Elementary
Summerville Academy
Sunny Isles Beach K-8 Center
Sunset Elementary
Sunset Park Elementary
Sylvania Heights Elementary
Sylvania Heights Elementary
Terra Environmental Research
The 500 Role Models Academy
Thena C. Crowder Elementary
Thomas Jefferson Middle
Toussaint L'Ouverture Elementary
Treasure Island Elementary
Van E. Blanton Elementary
Vineland K-8 Center
W.J. Bryan Elem.
W.R. Thomas Middle
West Hialeah Gardens
West Homestead Elementary
West Little River Elementary

West Miami Middle
West View Middle
Westland Hialeah Senior
Westview Middle
Whispering Pines Elementary
William A. Chapman Elementary
William H. Turner Technical School

William Lehman Elementary
Youth Co-op Charter School
YWAACD at Jre Lee Opportunity
YWAACD at MacArthur North
YWAACD at MacArthur South
Zelda Glazer Middle
Zora Neale Hurston Elementary

Youth Crime Watch (YCW) Locations

Elementary

Edison Park
E.W.F. Stirrup
Gratigny
Gulfstream
Henry M. Flagler
Lakeview
North Miami
Oliver Hoover
Perrine
Pine Villa
Silver Bluff

K-8 Center

Bob Graham Education
Devon Aire
Eugenia B. Thomas

Middle

Carol City
Doral
Highland Oaks
Redland
Rockway

Senior

Dr. Michael Krop Senior
Homestead



Health Connect in Our Schools (HCiOS) Phase I Schools

Elementary School	Regional Center	Elementary School	Regional Center
North County Elementary	1	Olinda Elementary	3
Ernest Graham Elementary	1	Orchard Villa Elementary	3
Hialeah Gardens Elementary	1	Poinciana Park Elementary	3
MA Milam K-8	1	Frederick Douglass El.	3
JH Bright/JW Johnson El.	1	Phillis Wheatley El.	3
Flamingo Elementary	1	GW Carver Elementary	3
Mae Walters Elementary	1	Coconut Grove Elementary	3
Brentwood Elementary	2	Sunset Elementary	3
Carol City Elementary	2	FS Tucker Elementary	3
Bunche Park Elementary	1	Maya Angelou Elementary	3
Dr. Robert Ingraham El.	1	PL Dunbar Elementary	3
Palm Lakes Elementary	1	LB Smith Elementary	3
Nathan B. Young El.	1	Jesse J. McCrary Jr. El.	2
Biscayne Elementary	2	Toussaint L'Ouverture El	2
Feinberg/Fisher K-8	2	Shadowlawn Elementary	2
Fulford Elementary	2	Jane Roberts K-8	4
Greynolds Park Elementary	2	RR Moton Elementary	4
Gertrude Edelman El.	2	Colonial Drive Elementary	4
Gratigny Elementary	2	Flagami Elementary	3
Natural Bridge Elementary	2	Ludlam Elementary	3
Oak Grove Elementary	2	Sylvania Heights Elementary	3
Norland Elementary	2	Wesley Matthews El.	4
Broadmoor Elementary	1	Olympia Heights Elementary	4
Miami Park Elementary	1	Bowman F. Ashe Elementary	4
Charles Hadley Elementary	4	Campbell Drive Elementary	5
EWB Stirrup Elementary	4	WA Chapman Elementary	5
Charles Drew Elementary	3	LC Saunders Elementary	5
Earlington Heights El.	3	West Homestead El.	5
Lillie C. Evans Elementary	3	Caribbean Elementary	5
Middle School	Regional Center	Middle School	Regional Center
Lake Stevens Middle	2	Carol City Middle	2
Henry Filer Middle	1	Nautilus Middle	2
Hialeah Middle	1	JF Kennedy Middle	2
Miami Lakes Middle	1	Norland Middle	2
Palm Springs Middle	1	Madison Middle	1
Ruben Dario Middle	4	Horace Mann Middle	2
Rockway Middle	4	Miami Edison Middle	2
Brownsville Middle	3	WR Thomas Middle	4
Charle Drew Middle	3	West Miami Middle	4
Jose de Diego Middle	3	Campbell Drive Middle	5



Health Connect in Our Schools (HCiOS) Phase I Schools (cont.)

GW Carver Middle	3	HA Ammons Middle	4
Ponce de Leon Middle	3	Richmond Heights Middle	5
Allapattah Middle	3		
Senior High School	Regional Center	Senior High School	Regional Center
Barbara Goleman Senior	1	Coral Gables Senior	3
Hialeah Senior	1	Miami Edison Senior	2
Miami Carol City Senior	2	GH Braddock Senior	4
Miami Beach Senior	2	John Ferguson Senior	4
North Miami Beach Senior	2	South Miami Senior	4
Miami Norland Senior	2	Southwest Miami Senior	4
Miami Central Senior	1	Homestead Senior	5
Miami Northwestern Senior	3	South Dade Senior	5
BT Washington Senior	3		

**Division of Student Services
List of Programs for 2010-2011**

**Participating M-DCPS DFYIT Schools
2009-2010**

High Schools:

American
Booker T. Washington
Coral Gables
Coral Reef
Corporate Academy South
Felix Varela
Homestead
John A. Ferguson
MacArthur South
Miami Beach
Miami Central
Miami Edison
Miami Jackson
Miami Palmetto
Miami Southridge
Miami Sunset
Robert Morgan
South Dade
South Miami
Southwest Miami
Westland-Hialeah
WH Turner Tech

TOTAL HIGH SCHOOLS: 22

Middle Schools:

Brownsville
Campbell Drive
Centennial
Devon Aire K-8
Doral
Hammocks
Herbert Ammons
Homestead
Horace Mann
Jane Roberts K-8
Jose de Diego
Kinloch Park

Lamar Louise Curry
Madison
Edison
North Miami
Paul W. Bell
Ponce de Leon
Riviera
Ruben Dario
South Miami
Southwood
Thomas Jefferson
Zelda Glazer

TOTAL MIDDLE SCHOOLS: 24

Private/ Charter Schools (4 schools):

Ben Lipson Hillel Community High School
Samuel Scheck Hillel Community Day School
Edison Private High School
Keys Gate Charter

TOTAL MIAMI DADE SCHOOLS: 55

APPENDIX III

TITLE III

Title III:

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2010-2011 school year and should the FLDOE approve the application.

APPENDIX IV
RESPONSE TO INTERVENTION
RtI

SCHOOL IMPROVEMENT PLAN

Response to Instruction/Intervention (Rtl)

School-based Rtl Team
Identify the Rtl / Leadership Team
<p>Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.</p>
<ol style="list-style-type: none">1. Rtl leadership is vital, therefore, in building our team we have considered the following:<ul style="list-style-type: none">• Administrator(s) who will ensure commitment and allocate resources;• Teacher(s) and Coaches who share the common goal of improving instruction for all students; and• Team members who will work to build staff support, internal capacity, and sustainability over time.2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:<ul style="list-style-type: none">• School reading, math, science, and behavior specialists• Special education personnel• School guidance counselor• School psychologist• School social worker• Member of advisory group• Community stakeholders
<ol style="list-style-type: none">3. Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl uses increasingly more intense instruction and interventions.<ul style="list-style-type: none">• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.• The second level of support consists of supplemental instruction and interventions that are provided <i>in addition to and in alignment with effective core instruction and behavioral supports</i> to groups of targeted students who need additional instructional and/or behavioral support.

- The third level of support consists of **intensive** instructional and/or behavioral interventions provided *in addition to and in alignment with effective core instruction and the supplemental instruction and interventions* with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Please note that the following language in Italics should only be used by elementary schools that are designated as part of the Student Teacher Support Team (ST2) model program:

Student Teacher Support Team (ST2) Model

[Schools should not include information about the ST2 model until they receive notification of their designation for 2010-2011]*

Our school has been designated as one of the Student Teacher Support Team (ST2) model schools, and as such, we emphasize the use of ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. The model provides an effective mechanism that based on data identifies student needs and promptly delivers student interventions as well as job-embedded professional development targeting these needs.

ST2 features school-based teams that include school psychologists, reading coaches, professional development specialists and school-site administrators. Teams support teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students' instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

- Note by the Office of School Improvement

Describe how the school based Rtl Leadership Team functions (e.g. meeting processes and roles/functions)

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Describe the role of the Rtl Leadership Team in the development and implementation of the school improvement plan

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

Rtl Implementation

Describe the data management system used to summarize tiered data

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on Rtl

The district professional development and support will include:

1. training for all administrators in the Rtl problem solving, data analysis process;
2. providing support for school staff to understand basic Rtl principles and procedures; and
3. providing a network of ongoing support for Rtl organized through feeder patterns.

APPENDIX V
LANGUAGE ARTS/READING

Grades 3-5 FCAT Reading Content Clusters and Action Steps

Category 1 Vocabulary	Content Focus	Action Steps
<p>LA.3-5.1.6.3 Context Clues</p> <p>LA.3-5.1.6.7 Base Words and Affixes</p> <p>LA.3-5.1.6.8 Antonyms, Synonyms, Homographs, Homophones</p> <p>LA.3-5.1.6.9 Multiple Meanings in Context</p> <p>LA.3-5.1.6.6 Shades of Meaning</p>	<ul style="list-style-type: none"> ▪ Context Clues ▪ Base Words ▪ Prefixes ▪ Suffixes ▪ Roots (5th grade only) ▪ Antonyms ▪ Synonyms ▪ Multiple Meanings ▪ Analyze Words in Text 	<p>For Grade 3, teaching reading strategies that help students determine meanings of words by using context clues. Instruction should allow students to build their general knowledge of words and word relationships. Teachers should provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades.</p> <p>For Grade 4, during pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.</p> <p>For Grade 5. More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning.</p>
Category 2 Reading Application	Content Focus	Action Steps
<p>LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text</p> <p>LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order</p> <p>LA.3-5.1.7.4 Cause and Effect Relationships</p> <p>LA.3-5.1.7.5 Identify text structure and explain how it impacts meaning in text.</p> <p>LA.3-5.1.7.6 Identify themes or topics across a</p>	<ul style="list-style-type: none"> ▪ Author's Purpose ▪ Author's Perspective ▪ Main Idea/Message (stated and implied) ▪ Relevant details ▪ Chronological Order ▪ Conclusions/ Inferences ▪ Cause ▪ Effect ▪ Text structure (Organizational Patterns) 	<p>For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts</p> <p>For Grade 4, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main</p>

<p>variety of fiction or nonfiction texts. LA. 3-5.1.7.7 Compare/Contrast elements, topics, settings, characters, problems in single or multiple texts. (Grade 3 within only, Grades 4-5 within and across)</p>	<ul style="list-style-type: none"> ▪ Theme ▪ Topic ▪ Elements ▪ Characters ▪ Settings ▪ Events ▪ Problems 	<p>idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <p>For Grade 5, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p>
<p>Category 3 Literary Analysis/Fiction/Nonfiction</p>	<p>Content Focus</p>	<p>Action Steps</p>
<p>LA.3-5.2.1.2 Elements of story structure – character development, setting, plot, problem/solution LA.3-5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects LA.3-5.2.2.1 Explain and identify the purpose of text features.</p>	<ul style="list-style-type: none"> ▪ Plot development ▪ Setting ▪ Character development ▪ Character point of view ▪ Problem/solution ▪ Descriptive Language (mood, imagery) ▪ Figurative language (simile, metaphor, personification) ▪ Text features (glossary, heading, charts, graphs, diagrams, illustrations, captions, maps, titles, subtitles) 	<p>For Grade 3, teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret and organize information.</p> <p>For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward... and what did he say to let me know?” Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.</p> <p>For Grade 5 Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward... and what did he say to let me know?”</p>

		Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.
Category 4 Informational Text/Research Process	Content Focus	Action Steps
<p>LA.3-5.6.1.1 Read and organize informational text and text features to perform a task</p> <p>LA.5.6.2.2 Determine the validity and reliability of information in text.</p>	<ul style="list-style-type: none"> ▪ Interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys ▪ Locate, interpret, organize information ▪ Validity and reliability of information within and across texts. 	<p>For Grade 3, Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information.</p> <p>For Grade 4 Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information.</p> <p>For Grade 5, Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.</p>

Grades 6-8 FCAT Reading Content Clusters and Action Steps

Category 1: Vocabulary	Content Focus	Action Steps
LA.6-8.1.6.3 Use context clues to determine meanings of unfamiliar words	<ul style="list-style-type: none"> Context Clues 	<p>Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations. Useful instructional strategies include:</p> <ul style="list-style-type: none"> vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.
LA.6-8.1.6.8 Identify advanced word/phrase relationships and their meanings	<ul style="list-style-type: none"> Word Relationships Analyze Words/Text 	
LA.6-8.1.6.9 Determine the correct meaning of words with multiple meanings in context	<ul style="list-style-type: none"> Multiple Meanings 	
Category 2 : Reading Application	Content Focus	Action Steps
LA.6-8.1.7.3 Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details	<ul style="list-style-type: none"> Main Idea (stated or implied) Relevant Details Conclusions/Inferences 	<p>Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include:</p> <ul style="list-style-type: none"> graphic organizers (e.g., note taking, mapping); summarization activities; questioning the author;
LA.6-8.1.7.2 Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning	<ul style="list-style-type: none"> Author's Purpose (within/across texts) Author's Point of View (within/across texts) 	
LA.6-8.1.7.7 Compare and contrast elements in multiple texts (e.g., setting, characters, problems)	<ul style="list-style-type: none"> Compare (within/across texts) Contrast (within/across texts) 	

<p>LA.6-8.1.7.4 Identify cause-and-effect relationships in text</p>	<ul style="list-style-type: none"> • Cause and Effect 	<ul style="list-style-type: none"> • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; • and encouraging students to read from a wide variety of texts.
<p>LA.6-8.1.7.5 Analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in text</p>	<ul style="list-style-type: none"> • Text structures/ Organizational Patterns (comparison/contrast, cause/effect, chronological order, argument/support) 	
<p>Category 3: Literary Analysis – Fiction/Nonfiction</p>	<p>Content Focus</p>	<p>Action Steps</p>
<p>LA.6.2.1.2 Locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction</p>	<ul style="list-style-type: none"> • Plot Development (foreshadowing, flashback) • Setting • Character Development • Character Point of View • Theme • Conflict Resolution 	<p>Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include:</p> <ul style="list-style-type: none"> • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., <i>since, because, after, while, both, however</i>); and • encouraging students to read from a wide variety of texts.
<p>LA.7-8.2.1.2 Locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction</p>	<ul style="list-style-type: none"> • Plot Development (foreshadowing, flashback) • Setting • Character Development • Character Point of View • Theme • Conflict Resolution 	
<p>LA.6.2.1.7 Locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme</p>	<ul style="list-style-type: none"> • Descriptive Language (e.g., tone, mood, irony, imagery, alliteration, onomatopoeia) • Figurative Language (e.g., hyperbole, symbolism, simile, metaphor, personification) 	
<p>LA.7-8.2.1.7 Locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis</p>	<ul style="list-style-type: none"> • Descriptive Language (e.g., tone, mood, irony, imagery, alliteration, onomatopoeia) • Figurative Language (e.g., hyperbole, symbolism, simile, metaphor, personification) 	

<p>LA.6-8.2.2.1 Locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words)</p>	<ul style="list-style-type: none"> • Text Features (e.g., headings, subheadings, titles, subtitles, captions, text boxes, bold or italicized text, charts and graphs, illustrations, maps, diagrams, stanzas) 	
<p>Category 4: Informational Text/Research Process</p>	<p>Content Focus</p>	<p>Action Steps</p>
<p>LA.6-8.6.1.1 Explain how text features (e.g., charts, maps, diagrams, subheadings, captions, illustrations, graphs) aid the reader's understanding</p>	<ul style="list-style-type: none"> • Text Features (headings, subheadings, titles, subtitles, charts, text boxes, maps, diagrams, captions, illustrations, graphs, bold or italicized text) 	<p>Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term <i>supporting details</i> in performance tasks. Useful instructional strategies include:</p> <ul style="list-style-type: none"> • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts.
<p>LA.6.6.2.2 Collect, evaluate, and summarize information using a variety of techniques from multiple sources (encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details, main idea(s)and details</p>	<ul style="list-style-type: none"> • Synthesize, Analyze, Evaluate Information, • Determine the Validity and Reliability of Information (all within/across texts) 	
<p>LA.7.6.2.2 Assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources</p>	<ul style="list-style-type: none"> • Synthesize, Analyze, Evaluate Information, Determine the Validity and Reliability of Information (all within/across texts) 	
<p>LA.8.6.2.2 Assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources</p>	<ul style="list-style-type: none"> • Synthesize, Analyze, Evaluate Information, Determine the Validity and Reliability of Information (all within/across texts) 	

Grades 9-10 FCAT Reading Content Clusters and Action Steps

Category 1: Vocabulary	Content Focus	Action Steps
LA.9-10.1.6.3 Use context clues to determine meanings of unfamiliar words	<ul style="list-style-type: none"> Context Clues 	<p>Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations. Useful instructional strategies include:</p> <ul style="list-style-type: none"> vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.
LA.9-10.1.6.5 Relate new vocabulary to familiar words	<ul style="list-style-type: none"> Context Clues 	
LA.9-10.1.6.8 Identify advanced word/phrase relationships and their meanings	<ul style="list-style-type: none"> Word Relationships Analyze Words/Text 	
LA.9-10.1.6.9 Determine the correct meaning of words with multiple meanings in context	<ul style="list-style-type: none"> Multiple Meanings 	
Category 2 : Reading Application	Content Focus	Action Steps
LA.9-10.1.7.3 Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details	<ul style="list-style-type: none"> Main Idea (stated or implied) Relevant Details Conclusions/Inferences 	<p>Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include:</p> <ul style="list-style-type: none"> graphic organizers (e.g., note taking, mapping); summarization activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting); avoiding the interference of prior knowledge when answering a question;
LA.9-10.1.7.2 Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning	<ul style="list-style-type: none"> Author's Purpose (within/across texts) Author's Point of View (within/across texts) 	
LA.9-10.1.7.7 Compare and contrast elements in multiple texts (e.g., setting, characters, problems)	<ul style="list-style-type: none"> Compare (within/across texts) Contrast (within/across texts) 	
LA.9-10.1.7.4 Identify cause-and-effect relationships in text	<ul style="list-style-type: none"> Cause and Effect 	
LA.9-10.1.7.5 Analyze a variety of text structures (comparison/contrast, cause/effect, chronological)	<ul style="list-style-type: none"> Text structures/ Organizational Patterns (comparison/contrast, 	

order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in text	cause/effect, chronological order, argument/support)	<ul style="list-style-type: none"> • and encouraging students to read from a wide variety of texts.
Category 3: Literary Analysis – Fiction/Nonfiction	Content Focus	Action Steps
LA.9-10.2.1.5 Analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g. theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery)	<ul style="list-style-type: none"> • Plot Development (foreshadowing, flashback) • Setting • Character Development • Character Point of View • Theme • Conflict Resolution 	<p>Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include:</p> <ul style="list-style-type: none"> • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., <i>since, because, after, while, both, however</i>); and • encouraging students to read from a wide variety of texts.
LA.9-10.2.1.7 Analyze and evaluate an author’s use of descriptive language (e.g., tone, irony, figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts	<ul style="list-style-type: none"> • Plot Development (foreshadowing, flashback) • Setting • Character Development • Character Point of View • Theme • Conflict Resolution • Descriptive Language (e.g., tone, mood, irony, imagery, alliteration, onomatopoeia) • Figurative Language (e.g., hyperbole, symbolism, simile, metaphor, personification) • Text Features (e.g., headings, subheadings, titles, subtitles, captions, text boxes, bold or italicized text, charts and graphs, illustrations, maps, diagrams, stanzas) 	
Category 4: Informational Text/Research Process	Content Focus	Action Steps
LA.9-10.2.2.1 Analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index,	<ul style="list-style-type: none"> • Text Features (headings, subheadings, titles, subtitles, charts, text boxes, maps, diagrams, 	<p>Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore</p>

<p>bold or italicized text, headings, charts and graphs, illustrations, subheadings)</p>	<p>captions, illustrations, graphs, bold or italicized text)</p>	<p>shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term <i>supporting details</i> in performance tasks. Useful instructional strategies include:</p>
<p>LA.9-10.6.2.2 Organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources(including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations</p>	<ul style="list-style-type: none"> • Synthesize, Analyze, Evaluate Information, Determine the Validity and Reliability of Information (all within/across texts) • Determine the validity and reliability of information (within and across texts) 	<p>Useful instructional strategies include:</p> <ul style="list-style-type: none"> • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts.

**Supplemental Curriculum Resources
2010-2011
Division of Language Arts/Reading
Elementary**

Course	Focus of Intervention	Research-based Support Materials	SSS Correlation
Elementary	Build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary and comprehension.	<p>Accelerated Reader is a motivational program that encourages independent reading and includes on-line quizzes to measure comprehension and vocabulary. http://www.renlearn.com/ar/</p> <p>Early Success is a small group intervention program designed for students in grades K-2 that focuses on building fluency http://www.eduplace.com/intervention/readintervention/</p> <p>FCAT Explorer is an on-line test preparation software tool. http://www.fcatexplorer.com</p> <p>Quick Reads is a fluency and vocabulary program written by Dr. Elfrieda Helbert designed to build comprehension using informational text. http://quickreads.org/</p> <p>Riverdeep (Destination Reading) is a technology-based reading program designed for students in grades PreK-8. The program's unique "teach, practice, apply" methodology offers differentiated instruction that targets specific reading deficiencies. http://hmlt.hmco.com/DR-PT.php</p> <p>Soar to Success is a small group intervention program designed for students in grades 3-8 that focuses on building reading comprehension and vocabulary using Reciprocal Reading strategies. http://www.eduplace.com/intervention/soar/</p> <p>SuccessMaker is a technology-based program that provides individual and trackable intervention to struggling readers in phonemic awareness, phonics, fluency, vocabulary and comprehension. http://www.pearsonschool.com/index.cfm?locator=PSZ152&pageitemid=1&PMDbProgramId=32505&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=6731&PMDbCategoryId=1662&level=4&CFID=22629&CFTOKEN=65465564</p> <p>Ticket To Read is a web-based program linked to the Voyager intervention provided in all elementary schools to struggling readers. It is available to students at school or home. http://www.tickettoread.com/</p> <p>Time for Kids Non-Fiction Kits: Reading in the Content Area uses high interest, non-fiction selections written by the authors of Time Magazine to develop 12 distinct skills for reading non-fiction text. Students build vocabulary and comprehension skills through integrated content areas such as science, social studies,</p>	<p><i>Phonemic Awareness</i> LA.1.1.3.1 LA.1.1.3.2 LA.1.1.3.3 LA.1.1.3.4</p> <p><i>Phonics</i> LA.3.1.4.1 LA.3.1.4.2 LA.3.1.4.3 LA.3.1.4.4</p> <p><i>Fluency</i> LA.3.1.5.1 LA.3.1.5.2</p> <p><i>Words and Phrases in Context</i> LA.A.1.2.3</p> <p><i>Main Idea, Plot and Purpose</i> LA.A.2.2.1 LA.A.2.2.2 LA.E.1.2.2</p> <p><i>Comparisons and Cause/Effect</i> LA.A.2.2.7 LA.E.1.2.3 LA.E.2.2.1</p> <p><i>Reference and Research</i> LA.A.2.2.8</p>

Course	Focus of Intervention	Research-based Support Materials	SSS Correlation
		<p>language arts, and mathematics. http://www.teachercreatedmaterials.com/reading/exploringNonfiction</p> <p>Reading Plus A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency. http://www.readingplus.com/</p>	

**Supplemental Curriculum Resources
2010-2011
Division of Language Arts/Reading
Secondary**

Course	Focus of Intervention	Research-based Support Materials	SSS Correlation
Middle School Intensive Reading Plus	Build skills and accelerate academic growth in the following reading areas: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension.	<p>Accelerated Reader - A computerized assessment and progress monitoring tools used for effective reading practice. http://www.renlearn.com/ar/</p> <p>(River Deep) Destination Reading – A powerful early literacy and adolescent literacy program that correlates to state standards, and includes an explicit instructional pathway with frequent assessments to help guide individualized, data-driven instruction. http://hmlt.hmco.com/DR-PT.php</p> <p>FCAT Explorer- An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. http://www.fcatexplorer.com .</p> <p>Jamestown Timed Readers - Timed Readings used to improve reading rate and fluency while assisting in mastering the skills to be effective readers. http://www.glencoe.com/</p> <p>Leveled Libraries - Books leveled according to grade/reading level, which ensures books for all students. (@ the school)</p> <p>Quick Reads – Short texts to be read quickly and with meaning. Text consists of six levels: A, B, C, D, E, and F, which contains three books, and each book contains 30 texts (90 texts per level). They support automaticity with the high-frequency words and phonics/syllabic patterns needed to be a successful reader at a particular grade level. http://quickreads.org/</p> <p>Reading Plus - A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency. http://www.readingplus.com/</p> <p>Rewards - Recommended for struggling students in grades 6-12 who read at or above a 2.5 grade level and have difficulty reading multi-syllabic words. It is an intense, short-duration intervention program that uses teacher-directed instruction. It explicitly teaches decoding and fluency. http://store.cambiumlearning.com/</p>	<p><i>Main idea</i> (LA.6-8.1.7.2) (LA.6-8.1.7.3)</p> <p><i>Patterns of organization/ text structure</i> (L.A.6-8.1.7.5) (L.A.6-8.1.7.7)</p> <p><i>Vocabulary/ context clues/ multiple meanings</i> (LA.6-8.1.6.3) (LA.6-8.1.7.3) (LA.6-8.1.6.8) (LA.6-8.1.6.9)</p> <p><i>Text features</i> (LA.6-8.2.1.2) (LA.6-8.6.1.1)</p> <p><i>Author's Purpose/ Point Of View</i> (LA.6-8.1.7.2)</p> <p><i>Organization, Interpretation & Synthesis Of Information</i> (LA.6-8.6.2.2)</p>

Course	Focus of Intervention	Research-based Support Materials	SSS Correlation
Middle School Intensive Reading	Build skills and accelerate academic growth in the following reading areas: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension.	<p>Accelerated Reader - A computerized assessment and progress monitoring tools used for effective reading practice. http://www.renlearn.com/ar/</p> <p>(River Deep) Destination Reading – A powerful early literacy and adolescent literacy program that correlates to state standards, and includes an explicit instructional pathway with frequent assessments to help guide individualized, data-driven instruction. http://hmlt.hmco.com/DR-PT.php</p> <p>FCAT Explorer- An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. http://www.fcatexplorer.com .</p> <p>Jamestown Timed Readers - Timed Readings used to improve reading rate and fluency while assisting in mastering the skills to be effective readers. http://www.glencoe.com/</p> <p>Leveled Libraries - Books leveled according to grade/reading level, which ensures books for all students. (@ the school)</p> <p>Quick Reads – Short texts to be read quickly and with meaning. Text consists of six levels: A, B, C, D, E, and F, which contains three books, and each book contains 30 texts (90 texts per level). They support automaticity with the high-frequency words and phonics/syllabic patterns needed to be a successful reader at a particular grade level. http://quickreads.org/</p> <p>Reading Plus - A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency. http://www.readingplus.com/</p> <p>Rewards - Recommended for struggling students in grades 6-12 who read at or above a 2.5 grade level and have difficulty reading multi-syllabic words. It is an intense, short-duration intervention program that uses teacher-directed instruction. It explicitly teaches decoding and fluency. http://store.cambiumlearning.com/</p>	<p><i>Main idea</i> (LA.6-8.1.7.2) (LA.6-8.1.7.3)</p> <p><i>Patterns of organization/ text structure</i> (L.A.6-8.1.7.5) (L.A.6-8.1.7.7)</p> <p><i>Vocabulary/ context clues/ multiple meanings</i> (LA.6-8.1.6.3) (LA.6-8.1.7.3) (LA.6-8.1.6.8) (LA.6-8.1.6.9)</p> <p><i>Text features</i> (LA.6-8.2.1.2) (LA.6-8.6.1.1)</p> <p><i>Author's Purpose/ Point Of View</i> (LA.6-8.1.7.2)</p> <p><i>Organization, Interpretation & Synthesis Of Information</i> (LA.6-8.6.2.2)</p>

**Supplemental Curriculum Resources
2009-2010**

Division of Language Arts/Reading

Course	Focus of Intervention	Research-based Support Materials	SSS Correlation
<p>High School Intensive Reading</p>	<p>Build skills and accelerate academic growth in the following reading areas: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension.</p>	<p>Accelerated Reader - A computerized assessment and progress monitoring tools used for effective reading practice. http://www.renlearn.com/ar/</p> <p>(River Deep) Destination Reading – A powerful early literacy and adolescent literacy program that correlates to state standards, and includes an explicit instructional pathway with frequent assessments to help guide individualized, data-driven instruction. http://hmlt.hmco.com/DR-PT.php</p> <p>FCAT Explorer- An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. http://www.fcatexplorer.com .</p> <p>Jamestown Timed Readers - Timed Readings used to improve reading rate and fluency while assisting in mastering the skills to be effective readers. http://www.glencoe.com/</p> <p>Leveled Libraries - Books leveled according to grade/reading level, which ensures books for all students. (@ the school)</p> <p>Quick Reads – Short texts to be read quickly and with meaning. Text consists of six levels: A, B, C, D, E, and F, which contains three books, and each book contains 30 texts (90 texts per level). They support automaticity with the high-frequency words and phonics/syllabic patterns needed to be a successful reader at a particular grade level. http://quickreads.org/</p> <p>Reading Plus - A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency. http://www.readingplus.com/</p> <p>Rewards - Recommended for struggling students in grades 6-12 who read at or above a 2.5 grade level and have difficulty reading multi-syllabic words. It is an intense, short-duration intervention program that uses teacher-directed instruction. It explicitly teaches decoding and fluency. http://store.cambiumlearning.com/</p>	<p><i>Main idea</i> (LA.9-10.1.7.2) (LA.9-10.1.7.3)</p> <p><i>Patterns of organization/ text structure</i> (L.A.9-10.1.7.5) (L.A.9-10.1.7.7)</p> <p><i>Vocabulary/ context clues/ multiple meanings</i> (LA.9-10.1.6.3) (LA.9-10.1.7.3) (LA.9-10.1.6.8) (LA.9-10.1.6.9)</p> <p><i>Text features</i> (LA.9-10.2.1.2) (LA.9-10.6.1.1)</p> <p><i>Author's Purpose/ Point Of View</i> (LA.9-10.1.7.2)</p> <p><i>Organization, Interpretation & Synthesis Of Information</i> (LA.9-10.6.2.2)</p>

APPENDIX VI

WRITING

**FCAT Writing
Grade 3**

WRITING PROCESS	
Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
The student will prewrite by:	Action Steps
LA.3.3.1.1 - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material);	Encourage students to develop and maintain a writer's notebook/folder to: <ul style="list-style-type: none"> • include table of content, • list possible topics, • and first drafts. Determine purpose and audience as to: <ul style="list-style-type: none"> • communicate, • write a compare & contrast/or a cause & effect paragraph, • write a problem solution paragraph, • inform, • entertain • and persuade. Use organizational strategies to make a plan for writing such as: <ul style="list-style-type: none"> • telling or sharing personal stories or memories out loud, • graphic organizers • linear organizers • a timeline, • storyboards, • drawing simple pictures, • KWL chart, • logs, • and answering essential questions.
LA.3.3.1.2 - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and	
LA.3.3.1.3 - using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.	
Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.
The student will draft writing by:	Action Steps
LA.3.3.2.1 - using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and	Have students utilize drafting techniques to sustain writing by: <ul style="list-style-type: none"> • developing a pre-writing plan to create a picture, • describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending, • applying personal narrative genre
LA.3.3.2.2 - organizing information into a logical sequence through the use of time-order words and cause/effect transitions.	

	<p>characteristics,</p> <ul style="list-style-type: none"> • Creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing, • using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, • sequencing ideas in a logical manner using transitional words or phrases • using effective lead and a statement of the opinion or position, • using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), • writing daily to increase writing fluency.
Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.
The student will revise by:	Action Steps
LA.3.3.3.1 - evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;	<p>Have students use revising/editing charts, teacher conferencing, or peer editing by:</p> <ul style="list-style-type: none"> • evaluating a draft for the use of ideas and content, • rearranging words, sentences, and paragraphs, • creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, • adding supporting details (Show Not Tell), • substituting active verbs for common verbs • revising specific words for general words, • circling spelling approximations to correct during editing, • using two or three lines of dialogue between characters, • using appropriate grabbers and endings, • deleting repetitive text, • responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to assist with clarity, S- suggest a way
LA.3.3.3.2- creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;	
LA.3.3.3.3 - creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	
LA.3.3.3.4 - applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).	

	to assist with improvement).
Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.
The student will edit for correct use of:	Action Steps
LA.3.3.4.1- spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary;	<p>Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by:</p> <ul style="list-style-type: none"> • using left to right progression and sequencing, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • correctly spelling approximations previously circled, • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns.
LA.3.3.4.2 - capitalization for proper nouns, including holidays, product names, titles used with someone’s name, initials, and geographic locations;	
LA.3.3.4.3 - punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;	
LA.3.3.4.4 - present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;	
LA.3.3.4.5 - subject/verb and noun/pronoun agreement in simple and compound sentences; and	
LA.3.3.4.6 - end punctuation for compound, declarative, interrogative, and exclamatory sentences.	
Publishing	Standard: The student will write a final product for the intended audience.
The student will:	Action Steps
LA.3.3.5.1 - prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	<p>Encourage students to write a clear and legible piece by:</p> <ul style="list-style-type: none"> • using left to right progression and sequencing. • producing a piece that has been taken through the writing process, • preparing writing in a format appropriate for publishing, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience.
LA.3.3.5.2 - add graphics where appropriate; and	
LA.3.3.5.3 - share the writing with the intended audience.	
WRITING APPLICATIONS	
Creative	Standard: The student develops and demonstrates creative writing.

The student will:	Action Steps
<p>LA.3.4.1.1 - write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and</p>	<p>Encourage students to write a narrative that includes a main idea and characters by:</p> <ul style="list-style-type: none"> • using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending, • applying personal narrative genre characteristics, • creating interest through supporting details, • using specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author’s craft (e.g. dialogue, similes/metaphors, personification to create interest, • rearranging words, sentences and paragraphs and combining sentences to create clarity, • capitalizing and punctuating to assist in creating voice and fluency in the writing.
<p>LA.3.4.1.2- write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.</p>	<p>Have students write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by:</p> <ul style="list-style-type: none"> • determining the purpose of the writing based on the intended audience, • Creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, chants with expression) to assist in writing • Applying features to consider tone, mood and word choice, • rearranging words, sentences and paragraphs and combining sentences to create interest or pleasing the ear through supporting details, • capitalizing and punctuating to assist in creating voice and fluency in the writing.
<p>Informative</p>	<p>Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.</p>
The student will:	Action Steps
<p>LA.3.4.2.1 - write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);</p>	<p>Have students record information (lists, logs, rules, procedures, and labels) by:</p> <ul style="list-style-type: none"> • writing a (compare & contrast, chronological order, cause & effect or a problem solution) piece using organizational strategies/graphic

	<p>organizers (venn diagram or content frame, three column chart, flow chart or timeline, two column/T chart, herringbone fish chart, somebody wanted but so/then) to assist in the writing,</p> <ul style="list-style-type: none"> • developing a list of words specific to this writing genre, • creating clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, • capitalizing and punctuating to assist in creating voice and fluency in the writing.
<p>LA.3.4.2.2 - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;</p>	<p>Have students record information (observations, notes, lists, charts, maps, labels, legends) by:</p> <ul style="list-style-type: none"> • using organizational strategies such as RAFT (R-role of the writer: Who are you?, A-audience- To whom it is written?, F-format-What form will it take?, T-topic-strong verb, • developing a list of words specific to this writing genre, • creating clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, • capitalizing and punctuating to assist in creating voice and fluency in the writing.
<p>LA.3.4.2.3 - write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;</p>	<p>Have students write an informational/expository essay by:</p> <ul style="list-style-type: none"> • writing a (compare & contrast, chronological order, cause & effect or a problem solution) piece using organizational strategies/graphic organizers (venn diagram or content frame, three column chart, flow chart or timeline, two column/T chart, herringbone fish chart, somebody wanted but so/then) to assist in the writing, • developing a list of words specific to this writing genre, • creating clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, • capitalizing and punctuating to assist in creating voice and fluency in the writing.
<p>LA.3.4.2.4 - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages,</p>	<p>Have students record information (lists, logs, rules, procedures, and labels) by:</p> <ul style="list-style-type: none"> • creating expository text with pictures that

<p>invitations); and</p>	<p>contains relevant information about a topic by writing informal invitations, messages, and thank-you notes,</p> <ul style="list-style-type: none"> • writing a friendly letter to public official, friend or teacher sharing daily activities at school or personal experiences, develop a list of words specific to this writing genre, • developing a list of words specific to this writing genre, • creating clarity rearranging words and deleting or adding relevant details to provide fluency to the piece, • capitalizing and punctuating to assist in creating voice and fluency in the writing.
<p>LA.3.4.2.5 - write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.</p>	<p>Have students write step-by step directions to a familiar location using cardinal directions and landmarks by:</p> <ul style="list-style-type: none"> • using organizational strategies such as RAFT (R-role of the writer: Who are you?, A-audience- To whom it is written?, F- format-What form will it take?, T-topic-strong verb, • organizing information for the directions into a logical sequence through the use of time-order transitional words, • developing a list of words specific to this writing genre, • creating clarity for the directions by rearranging words and sentences to assist with step-by-step understanding, • capitalizing and punctuating for directions, a map, and a legend to assist in understanding and fluency in the writing.
<p>Persuasive</p>	<p>Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</p>
<p>The student will:</p>	<p>Action Steps</p>
<p>LA.3.4.3.1 The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.</p>	<p>Encourage students to write a persuasive text such as an advertisement, paragraph, speech, wanted poster, commercial, or persuasive letter that attempts to influence the reader by:</p> <ul style="list-style-type: none"> • determining the purpose of the writing based on the intended audience, • using graphic organizers to organize the writing, • stating an effective lead and a statement of the opinion or position, a middle with a series of

supported arguments to convince the reader, and an ending focusing on the best argument with a strong conclusion,

- creating interest adding supporting details (proof through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts) using resources and reference materials as needed,
- using subject/verb and noun/pronoun in simple and compound sentences,
- utilizing appropriate capitalization and ending punctuation for each sentence to create voice within the writing piece,
- modifying word choices for ideas and content, logical organization, voice, and point of view for clarity and fluency in the writing piece.

**FCAT Writing
Grade 4**

WRITING PROCESS	
Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
The student will prewrite by:	Action Steps
LA.4.3.1.1 - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion); LA.4.3.1.2 - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and LA.4.3.1.3 - organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.	<p>Encourage students to develop and maintain a writer's notebook/folder to:</p> <ul style="list-style-type: none"> • include table of content, • list possible topics (e.g. authority/expert list, funny things that happened to me, things I'm serious about, things that bug me, personal experiences, things I like, favorite places, firsts, important people in my life, things I am good/terrible at, things I've saved, etc., • generate ideas that respond to prompts, pictures, and mentor texts, • and first drafts. <p>Determine purpose and audience as to:</p> <ul style="list-style-type: none"> • entertain, • inform, • communicate, • and persuade. <p>Use organizational strategies to make a plan for writing such as:</p> <ul style="list-style-type: none"> • telling or sharing personal stories or memories out loud, • using technology, • graphic organizers, • linear graphic organizers including timelines and storyboards, • KWL chart, • Logs, • drawing simple pictures, • answering essential questions,
Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.
The student will draft writing by:	Action Steps
LA.4.3.2.1 - using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions; LA.4.3.2.2 - organizing information into a logical	<p>Have students utilize drafting techniques to sustain writing by:</p> <ul style="list-style-type: none"> • moving from a plan to a draft writing as quickly as possible

<p>sequence and combining or deleting sentences to enhance clarity; and</p>	<ul style="list-style-type: none"> ● drafting in present tense and 1st person point of view, ● developing a pre-writing plan to create a picture, ● using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, ● using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), ● applying transitional words/phrases to organize and sequence ideas to provide fluency in the writing, ● using mentor texts to organize details, and develop sentences that will enhance the clarity of the piece ● deleting sentences, extraneous or repetitive information to maintain focus and clarity, ● using effective lead and a statement of the opinion or position, ● modeling grabbers, and endings that appeals to the reader and provides a sense of completion ● using sensory charts, words from word jars/lists (e.g., multiple meanings, idioms, surprising language, words with high impact similes, alliteration) to enhance the writing, ● writing daily to increase writing fluency, ● using checklist/FCAT writing rubric to refine draft.
<p>LA.4.3.2.3 - creating interesting leads through the use of quotations, questions, or descriptions. reference materials (e.g., dictionary, thesaurus); and</p>	
<p>Revising</p>	<p>Standard: The student will revise and refine the draft for clarity and effectiveness.</p>
<p>The student will revise by:</p>	<p style="text-align: center;">Action Steps</p>
<p>LA.4.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;</p>	<p>Have students use revising/editing charts, teacher conferencing, or peer editing by:</p> <ul style="list-style-type: none"> ● evaluating a draft for the use of ideas and content, ● rearranging words, sentences, and paragraphs, ● creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, ● adding supporting details, and using transitions that connect the supporting details, ● using appropriate transitions that connect ● substituting active verbs for common verbs,
<p>LA.4.3.3.2- creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)</p>	
<p>LA.4.3.3.3- creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary,</p>	

<p>thesaurus); and</p> <p>LA.4.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p>	<ul style="list-style-type: none"> ● revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), ● including a developed incident as support for each reason, ● revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), ● circling spelling approximations to correct during editing, ● using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), ● substituting an effective ending appropriate to audience and purpose by using universal word endings, ● deleting repetitive text, ● responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). ● using checklist/FCAT Writing Rubric refine draft
<p>Editing for Language Conventions</p>	<p>Standard: The student will edit and correct the draft for standard language conventions.</p>
<p>The student will edit for correct use of:</p>	<p style="text-align: center;">Action Steps</p>
<p>LA.4.3.4.1- spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in –y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;</p>	<p>Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by:</p> <ul style="list-style-type: none"> ● correctly spelling approximations using class resources, ● utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations ● capitalizing the first word in each sentence, ● completing sentences with correct capitalization including proper nouns, names and the proper noun I, ● using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece,
<p>LA.4.3.4.2 - capitalization for proper nouns, including titles used with someone’s name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);</p>	
<p>LA.4.3.4.3 - punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;</p>	
<p>LA.4.3.4.4 - present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;</p>	
<p>LA.4.3.4.5 - subject/verb and noun/pronoun agreement in simple and compound sentences; and</p>	

<p>LA.4.3.4.6 - end punctuation for declarative, interrogative, imperative, and exclamatory sentences.</p>	<ul style="list-style-type: none"> • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns, • using checklist/FCAT Writing Rubric refine draft conventions.
<p>Publishing</p>	<p>Standard: The student will write a final product for the intended audience.</p>
<p>The student will:</p>	<p>Encourage students to write a clear and legible piece by:</p> <ul style="list-style-type: none"> • producing a piece that has been taken through the writing process, • preparing writing in a format appropriate for publishing, • looking correct use of left to right progression and sequencing, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.4.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p>	
<p>LA.4.3.5.2 - use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and</p>	
<p>LA.4.3.5.3 - share the writing with the intended audience.</p>	
<p>WRITING APPLICATIONS</p>	
<p>Creative</p>	<p>Standard: The student develops and demonstrates creative writing.</p>
<p>The student will:</p>	<p>Action Steps</p>
<p>LA.4.4.1.1- write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and</p>	<p>Encourage students to write a narrative that includes a main idea and characters by:</p> <ul style="list-style-type: none"> • reading personal narratives to notice text characteristics and author’s craft techniques, • picking a topic based on personal experience, • picking a topic from previously compiled lists, or responding to a district narrative writing prompt, • determining purpose and audience, • using graphic organizers/strategies (e.g., linear graphic organizers, timelines and storyboards that focus on one main event, • applying personal narrative genre characteristics, • using appropriate hook (e.g., quotation, definition, questions, or descriptions),

	<ul style="list-style-type: none"> • drafting a piece that is focused on one main idea/event with ample development of supporting details, • using ideas and content (examples, statistics, comparisons, vivid descriptions, embedded definitions, and specific word choice), • adding supporting details, substitute active verbs for common verbs and specific words for general words, • applying appropriate transitions that show cause/effect, compare/contrast, emphasis, illustration, or conclusion to connect the supporting ideas, • including a developed incidence to support each reason, • deleting extraneous or repetitive information to maintain focus on one main idea, • correctly spelling approximations using class resources • substituting an effective ending appropriate to audience and purpose by asking the reader a question, offer advice, make a prediction, or they can use un • looking for complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks and exclamation points, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.4.4.1.2- write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.</p>	<p>Have students write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by:</p> <ul style="list-style-type: none"> • collecting, reading, and noticing the author’s craft such as form, patterns, rhythm, and crafting techniques, • determining the purpose of the writing based on the intended audience and the plot structure, • Creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes,

	<p>alliteration, chants with expression) to assist in writing</p> <ul style="list-style-type: none"> • Applying features to consider tone, mood and word choice, • rearranging words, sentences and paragraphs and combining sentences to create interest or pleasing the ear through supporting details, • correctly spelling approximations using class resources • developing the writing traits of ideas, organization, voice, word choice, sentence fluency, and conventions within the respective poem • assessing and refining the writing traits of ideas, organization, voice, word choice, sentence fluency, and conventions within the respective poem format, • utilizing subject/verb and noun/pronoun agreement in simple and compound sentences within the writing, • capitalizing and punctuating to assist in creating voice and fluency in the writing, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
The student will:	Action Steps
LA.4.4.2.1 - write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals	<p>Have students record information (lists, logs, rules, procedures, and labels) by:</p> <ul style="list-style-type: none"> • reading expository pieces to notice text structure and author’s craft techniques, • using graphic organizers/strategies to make a plan focused on a main idea, • apply an appropriate hook (e.g., quotation, definition, questions, or descriptions, • focusing on one main idea with ample development of supporting details, • using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice,

	<ul style="list-style-type: none"> • including a developed incidence to support each reason, • applying personal informational expository characteristics, • supporting details, substituting active verbs for common verbs and specific words for general words, • using appropriate transitions that connect the supporting details, • developing a list of words specific to this writing genre including figurative language, • creating clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, • substituting an effective ending appropriate to audience and purpose by using universal word endings., • completing sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.4.4.2.2 - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;</p>	<p>Have students record information (observations, notes, lists, charts, maps, labels, legends) by:</p> <ul style="list-style-type: none"> • using organizational strategies such as RAFT (R-role of the writer: Who are you?, A-audience- To whom it is written?, F- format-What form will it take?, T-topic-strong verb, • using graphic organizers/strategies to make a plan focused on a main idea, • focusing on one main idea with ample development of supporting details, • using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, • supporting details, substituting active verbs for common verbs and specific words for general words,

	<ul style="list-style-type: none"> • using appropriate transitions that connect the supporting details, • creating clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, • substituting an effective ending appropriate to audience and purpose by using universal word endings., • completing sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.4.4.2.3 - write informational/expository essays that contain introductory, body, and concluding paragraphs;</p>	<p>Have students write an informational/expository essay by:</p> <ul style="list-style-type: none"> • reading expository pieces to notice text structure and author’s craft techniques, • generating ideas from multiple sources, • picking a topic from previously compiled lists, or responding to a district expository writing prompt • using graphic organizers/strategies to make a plan focused on a main idea, • apply an appropriate hook (e.g., quotation, definition, questions, or descriptions, • writing in present tense and 1st person point of view, • applying personal informational expository characteristics, • focusing on one main idea with ample development of supporting details, • using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, • including a developed incidence to support each reason, • supporting details, substituting active verbs for common verbs and specific words for general words, • using appropriate transitions that connect the

	<p>supporting details,</p> <ul style="list-style-type: none"> • developing a list of words specific to this writing genre, • using various figurative language techniques, • creating clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, • substituting an effective ending appropriate to audience and purpose by using universal word endings., • completing sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.4.4.2.4- write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p>	<p>Have students record information (lists, logs, rules, procedures, and labels) by:</p> <ul style="list-style-type: none"> • creating expository text with pictures that contains relevant information about a topic by writing informal invitations, messages, and thank-you notes, • writing a friendly letter to public official, friend or teacher sharing daily activities at school or personal experiences, develop a list of words specific to this writing genre, • developing a list of words specific to this writing genre, • creating clarity rearranging words and deleting or adding relevant details to provide fluency to the piece, • capitalizing and punctuating to assist in creating voice and fluency in the writing, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience.
<p>LA.4.4.2.5 - write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.</p>	<p>Have students write step-by step directions to a familiar location using cardinal directions and landmarks by:</p> <ul style="list-style-type: none"> • using organizational strategies such as RAFT (R-role of the writer: Who are you?, A-

	<p>audience- To whom it is written?, F- format-What form will it take?, T-topic-strong verb,</p> <ul style="list-style-type: none"> • organizing information for the directions into a logical sequence through the use of time-order transitional words, • developing a list of words specific to this writing genre, • creating clarity for the directions by rearranging words and sentences to assist with step-by-step understanding, • capitalizing and punctuating for directions, a map, and a legend to assist in understanding and fluency in the writing, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience.
Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
The student will:	Action Steps
LA.4.4.3.1- write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and	<p>Encourage students to write a persuasive text such as an advertisement, paragraph, speech, wanted poster, commercial, or persuasive letter that attempts to influence the reader by:</p> <ul style="list-style-type: none"> • determining the purpose of the writing based on the intended audience, • identifying and selecting an opinion format for the pieces, • developing a prewriting plan that includes: quote and authority, provide an incident, use concrete examples • stating an effective lead and a statement of the opinion or position, a middle with a series of supported arguments to convince the reader, and an ending focusing on the best argument with a strong conclusion, • creating interest adding supporting details (proof through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts) connecting with the appropriate transitional devices, • applying the features of an opinion essay (strong verbs, similes, alliteration, specific word choice, • composing with tone and mood, • modifying word choices for ideas and content, logical organization, voice, and point of view for

	<p>clarity and fluency in the writing piece,</p> <ul style="list-style-type: none"> • editing for mechanics and punctuation, • completing the writing process (prewriting, drafting, revising, editing, and publishing), producing a polished opinion letter or essay, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.4.4.3.2 - include persuasive techniques (e.g., word choice, repetition, emotional appeal).</p>	<p>Encourage students to include persuasive techniques such as (e.g. word choice, repetition, emotional appeal) by:</p> <ul style="list-style-type: none"> • developing a prewriting plan that includes both sides of the argument including: scientific facts, shared values, common goals, benefits to the reader, emotion, sense of urgency, • drafting an introductory paragraph, • including in the draft, sufficient supporting details connected with the appropriate transitional devices, • applying the features of a persuasive essay (strong verbs, similes, alliteration, specific word choice), • composing with tone and mood, • revising to include a Hook and effective ending, • modifying word choices for ideas and content, logical organization, voice, and point of view for clarity and fluency in the writing piece, • editing for mechanics and punctuation. • completing the writing process (prewriting, drafting, revising, editing, and publishing), produce a polished opinion letter or essay. • responding to other writers and receive feedback on writing (T- tell something you like, A- ask a question, G- give a suggestion).

**FCAT Writing
Grade 5**

WRITING PROCESS	
Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
The student will prewrite by:	Action Steps
LA.5.3.1.1- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;	<p>Encourage students to develop and maintain a writer’s notebook/folder to:</p> <ul style="list-style-type: none"> • include table of content, • list possible topics (e.g. authority/expert list, funny things that happened to me, things I’m serious about, things that bug me, personal experiences, things I like, favorite places, firsts, important people in my life, things I am good/terrible at, things I’ve saved, etc., • generate ideas that respond to prompts, pictures, and mentor texts, • and first drafts. <p>Determine purpose and audience as to:</p> <ul style="list-style-type: none"> • entertain, • inform, • communicate, • and persuade. <p>Use organizational strategies to make a plan for writing such as:</p> <ul style="list-style-type: none"> • telling or sharing personal stories or memories out loud, • using technology, • graphic organizers, • linear graphic organizers including timelines and storyboards, • KWL chart, • Logs, • drawing simple pictures, • answering essential questions,
LA.5.3.1.2 - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and	
LA.5.3.1.3 - organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log).	
Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.
The student will draft writing by:	Action Steps
LA.5.3.2.1- using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language,	<p>Have students utilize drafting techniques to sustain writing by:</p> <ul style="list-style-type: none"> • moving from a plan to a draft writing as quickly as

supporting details, and word choices appropriate to the selected tone and mood;	
LA.5.3.2.2 - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and	
LA.5.3.2.3 - creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).	<p>possible</p> <ul style="list-style-type: none"> • drafting in present tense and 1st person point of view, • developing a pre-writing plan to create a picture, • using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, • using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), • applying transitional words/phrases to organize and sequence ideas to provide fluency in the writing, • using mentor texts to organize details, and develop sentences that will enhance the clarity of the piece • deleting sentences, extraneous or repetitive information to maintain focus and clarity, • using effective lead and a statement of the opinion or position, • modeling grabbers, and endings that appeals to the reader and provides a sense of completion • using sensory charts, words from word jars/lists (e.g., multiple meanings, idioms, surprising language, words with high impact similes, alliteration) to enhance the writing, • writing daily to increase writing fluency, • using checklist/FCAT writing rubric to refine draft.
Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.
The student will revise by:	Action Steps
LA.5.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	<p>Have students use revising/editing charts, teacher conferencing, or peer editing by:</p> <ul style="list-style-type: none"> • evaluating a draft for the use of ideas and content, • rearranging words, sentences, and paragraphs, • creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency,
LA.5.3.3.2- creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;	<ul style="list-style-type: none"> • adding supporting details, and using transitions that connect the supporting details, • using appropriate transitions that connect • substituting active verbs for common verbs, • revising for the use of ideas and content

<p>LA.5.3.3.3- creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p>	<p>(examples, statistics, comparison, cause/effect, vivid descriptions, and specific words),</p> <ul style="list-style-type: none"> • including a developed incident as support for each reason, • revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), • circling spelling approximations to correct during editing, • using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), • substituting an effective ending appropriate to audience and purpose by using universal word endings, • deleting repetitive text, • responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). • using checklist/FCAT Writing Rubric refine draft
<p>LA.5.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)</p>	
<p>Editing for Language Conventions</p>	<p>Standard: The student will edit and correct the draft for standard language conventions.</p>
<p>The student will edit for correct use of:</p>	<p style="text-align: center;">Action Steps</p>
<p>LA.5.3.4.1- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p>	<p>Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by:</p> <ul style="list-style-type: none"> • correctly spelling approximations using class resources, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece,
<p>LA.5.3.4.2 - capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;</p>	
<p>LA.5.3.4.3 - punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;</p>	
<p>LA.5.3.4.4 - the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and</p>	
<p>LA.5.3.4.5 - subject/verb and noun/pronoun agreement in simple and compound sentences.</p>	

	<ul style="list-style-type: none"> including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns, using checklist/FCAT Writing Rubric refine draft conventions.
Publishing	Standard: The student will write a final product for the intended audience.
The student will:	Action Steps
LA.5.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	<p>Encourage students to write a clear and legible piece by:</p> <ul style="list-style-type: none"> producing a piece that has been taken through the writing process, preparing writing in a format appropriate for publishing, looking correct use of left to right progression and sequencing, sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
LA.5.3.5.2 - use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and	
LA.5.3.5.3 - share the writing with the intended audience.	
WRITING APPLICATIONS	
Creative	Standard: The student develops and demonstrates creative writing.
The student will:	Action Steps
LA.5.4.1.1 - write narratives that establish a situation and plot with rising action, conflict, and resolution; and	<p>Encourage students to write a narrative that includes a main idea and characters by:</p> <ul style="list-style-type: none"> reading personal narratives to notice text characteristics and author's craft techniques, picking a topic based on personal experience, picking a topic from previously compiled lists, or responding to a district narrative writing prompt, determining purpose and audience, using graphic organizers/strategies (e.g., linear graphic organizers, timelines and storyboards that focus on one main event, applying personal narrative genre characteristics, using appropriate hook (e.g., quotation, definition, questions, or descriptions), drafting a piece that is focused on one main idea/event with ample development of supporting details, using ideas and content (examples, statistics,

	<p>comparisons, vivid descriptions, embedded definitions, and specific word choice),</p> <ul style="list-style-type: none"> • adding supporting details, substitute active verbs for common verbs and specific words for general words, • applying appropriate transitions that show cause/effect, compare/contrast, emphasis, illustration, or conclusion to connect the supporting ideas, • including a developed incidence to support each reason, • deleting extraneous or repetitive information to maintain focus on one main idea, • correctly spelling approximations using class resources • substituting an effective ending appropriate to audience and purpose by asking the reader a question, offer advice, make a prediction, or they can use un • looking for complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks and exclamation points, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.5.4.1.2- write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.</p>	<p>Have students write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by:</p> <ul style="list-style-type: none"> • collecting, reading, and noticing the author’s craft such as form, patterns, rhythm, and crafting techniques, • determining the purpose of the writing based on the intended audience and the plot structure, • Creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, chants with expression) to assist in writing • Applying features to consider tone, mood and word choice, • rearranging words, sentences and paragraphs and combining sentences to create interest or

	<p>pleasing the ear through supporting details,</p> <ul style="list-style-type: none"> • correctly spelling approximations using class resources • developing the writing traits of ideas, organization, voice, word choice, sentence fluency, and conventions within the respective poem • assessing and refining the writing traits of ideas, organization, voice, word choice, sentence fluency, and conventions within the respective poem format, • utilizing subject/verb and noun/pronoun agreement in simple and compound sentences within the writing, • capitalizing and punctuating to assist in creating voice and fluency in the writing, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
The student will:	Action Steps
LA.5.4.2.1 - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	<p>Have students record information (lists, logs, rules, procedures, and labels) by:</p> <ul style="list-style-type: none"> • reading expository pieces to notice text structure and author’s craft techniques, • using graphic organizers/strategies to make a plan focused on a main idea, • apply an appropriate hook (e.g., quotation, definition, questions, or descriptions, • focusing on one main idea with ample development of supporting details, • using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, • including a developed incidence to support each reason, • applying personal informational expository characteristics, • supporting details, substituting active verbs for common verbs and specific words for general words,

	<ul style="list-style-type: none"> • using appropriate transitions that connect the supporting details, • developing a list of words specific to this writing genre including figurative language, • creating clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, • substituting an effective ending appropriate to audience and purpose by using universal word endings., • completing sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.5.4.2.2- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;</p>	<p>Have students record information (observations, notes, lists, charts, maps, labels, legends) by:</p> <ul style="list-style-type: none"> • using organizational strategies such as RAFT (R- role of the writer: Who are you?, A- audience- To whom it is written?, F- format- What form will it take?, T-topic-strong verb, • using graphic organizers/strategies to make a plan focused on a main idea, • focusing on one main idea with ample development of supporting details, • using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, • supporting details, substituting active verbs for common verbs and specific words for general words, • using appropriate transitions that connect the supporting details, • creating clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, • substituting an effective ending appropriate to audience and purpose by using universal word endings.,

	<ul style="list-style-type: none"> • completing sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.5.4.2.3 - write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;</p>	<p>Have students write an informational/expository essay by:</p> <ul style="list-style-type: none"> • reading expository pieces to notice text structure and author’s craft techniques, • generating ideas from multiple sources, • picking a topic from previously compiled lists, or responding to a district expository writing prompt • using graphic organizers/strategies to make a plan focused on a main idea, • apply an appropriate hook (e.g., quotation, definition, questions, or descriptions, • writing in present tense and 1st person point of view, • applying personal informational expository characteristics, • focusing on one main idea with ample development of supporting details, • using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, • including a developed incidence to support each reason, • supporting details, substituting active verbs for common verbs and specific words for general words, • using appropriate transitions that connect the supporting details, • developing a list of words specific to this writing genre, • using various figurative language techniques, • creating clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece, • substituting an effective ending appropriate to audience and purpose by using universal word endings.,

	<ul style="list-style-type: none"> • completing sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
<p>LA.5.4.2.4- write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p>	<p>Have students record information (lists, logs, rules, procedures, and labels) by:</p> <ul style="list-style-type: none"> • creating expository text with pictures that contains relevant information about a topic by writing informal invitations, messages, and thank-you notes, • writing a friendly letter to public official, friend or teacher sharing daily activities at school or personal experiences, develop a list of words specific to this writing genre, • developing a list of words specific to this writing genre, • creating clarity rearranging words and deleting or adding relevant details to provide fluency to the piece, • capitalizing and punctuating to assist in creating voice and fluency in the writing, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience.
<p>LA.5.4.2.5 - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.</p>	<p>Have students write step-by step directions to a familiar location using cardinal directions and landmarks by:</p> <ul style="list-style-type: none"> • using organizational strategies such as RAFT (R- role of the writer: Who are you?, A- audience- To whom it is written?, F- format- What form will it take?, T-topic-strong verb, • organizing information for the directions into a logical sequence through the use of time-order transitional words, • developing a list of words specific to this writing genre, • creating clarity for the directions by rearranging words and sentences to assist with step-by-step understanding, • capitalizing and punctuating for directions, a map,

	<p>and a legend to assist in understanding and fluency in the writing,</p> <ul style="list-style-type: none"> • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience.
Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
The student will:	Action Steps
LA.5.4.3.1- write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and	<p>Encourage students to write a persuasive text such as an advertisement, paragraph, speech, wanted poster, commercial, or persuasive letter that attempts to influence the reader by:</p> <ul style="list-style-type: none"> • determining the purpose of the writing based on the intended audience, • identifying and selecting an opinion format for the pieces, • developing a prewriting plan that includes: quote and authority, provide an incident, use concrete examples • stating an effective lead and a statement of the opinion or position, a middle with a series of supported arguments to convince the reader, and an ending focusing on the best argument with a strong conclusion, • creating interest adding supporting details (proof through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts) connecting with the appropriate transitional devices, • applying the features of an opinion essay (strong verbs, similes, alliteration, specific word choice, • composing with tone and mood, • modifying word choices for ideas and content, logical organization, voice, and point of view for clarity and fluency in the writing piece, • editing for mechanics and punctuation, • completing the writing process (prewriting, drafting, revising, editing, and publishing), producing a polished opinion letter or essay, • responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion).
LA.5.4.3.2 - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).	Encourage students to include persuasive techniques such as (e.g. word choice, repetition, emotional appeal) by:

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| | <ul style="list-style-type: none">• developing a prewriting plan that includes both sides of the argument including: scientific facts, shared values, common goals, benefits to the reader, emotion, sense of urgency,• drafting an introductory paragraph,• including in the draft, sufficient supporting details connected with the appropriate transitional devices,• applying the features of a persuasive essay (strong verbs, similes, alliteration, specific word choice),• composing with tone and mood,• revising to include a Hook and effective ending,• modifying word choices for ideas and content, logical organization, voice, and point of view for clarity and fluency in the writing piece,• editing for mechanics and punctuation.• completing the writing process (prewriting, drafting, revising, editing, and publishing), produce a polished opinion letter or essay.• responding to other writers and receive feedback on writing (T- tell something you like, A- ask a question, G- give a suggestion). |
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**FCAT Writing
Grade 6**

WRITING PROCESS	
Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
The student will prewrite by:	Action Steps
LA.6.3.1.1- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests;	<ul style="list-style-type: none"> • Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. • Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). • Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.
LA.6.3.1.2 – making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and	
LA.6.3.1.3 – using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).	
Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.
The student will draft writing by:	Action Steps
LA.6.3.2.1 – developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;	<ul style="list-style-type: none"> • Develop a prewriting plan to develop the main idea(s) and supporting details. • Assist students to organize their ideas into a logical sequence. • Model effective writing for students. • Use mentor text and anchor papers as springboards for effective writing.
LA.6.3.2.2 - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and	
LA.6.3.2.3 - analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.	
Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.
The student will revise by:	Action Steps
LA.6.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	<ul style="list-style-type: none"> • Ask students to revise for clarity of content, organization, and word choice. • Incorporate a selection of sentence variety and sentence combining activities. • Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.
LA.6.3.3.2- creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);	
LA.6.3.3.3- creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory	

language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	
LA.6.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	<ul style="list-style-type: none"> Improve drafts by using word lists/categories, peer and teacher review, checklists, rubrics, anchor papers.
Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.
The student will edit for correct use of:	Action Steps
LA.6.3.4.1- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	<ul style="list-style-type: none"> Edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. Incorporate vocabulary lessons which include prefixes, suffixes, Greek and Latin root words. Review parts of speech and conduct mini-lessons as necessary on areas of student need, based on student writing samples. Use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I," and the initial word of sentences. Review writing samples to have students identify punctuation, subject/verb agreement errors and provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.
LA.6.3.4.2 - capitalization, including major words in titles of books, plays, movies, and television programs;	
LA.6.3.4.3 - punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;	
LA.6.3.4.4 - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and	
LA.6.3.4.5 - consistency in verb tense in simple, compound, and complex sentences.	
Publishing	Standard: The student will write a final product for the intended audience.
The student will:	Action Steps
LA.6.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	<ul style="list-style-type: none"> Prepare students to write in a format appropriate to audience and purpose using required spacing and margins, graphics and illustrations as needed. Allow students to share writing with the intended audience for oral and written feedback.
LA.6.3.5.2 - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and	
LA.6.3.5.3 - share the writing with the intended audience.	
Writing Application	
Creative	Standard: The student develops and demonstrates creative writing
The student will:	Action Steps
LA.6.4.1.1- write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and	<ul style="list-style-type: none"> Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting. Incorporate use of poems, skits, and/or songs to include rhythm, rhyme and dialogue appropriate to the format. Write in a variety of expository forms (journal, log, newsletter

descriptive words or phrases to enhance style and tone; and	<p>article), and record information (observations, notes, lists, labels, charts) related to a topic.</p> <ul style="list-style-type: none"> • Model writing an expository paragraph that includes a topic sentence and relevant information. • Compose a friendly letter, invitation, message, thank-you note, and/or a formal letter using a model developed in class.
LA.6.4.1.2- write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, and limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format	
LA.6.4.2.1 - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	
LA.6.4.2.2 - record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;	
LA.6.4.2.3- write informational/expository essays (e.g., process, description, explanation, comparison/ contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;	
LA.6.4.2.4- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and	
LA.6.4.2.5 - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.	
Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
The student will:	Action Steps
LA.6.4.3.1- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence; and	<ul style="list-style-type: none"> • Review persuasive writing techniques with students. Poetry, print and media advertisements, and speeches can be used as examples for students to evaluate persuasive techniques. • Students select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, message) that shows why the topic or activity is important. • With students, review word choice, and how connotations and denotations of words impact meaning; may use sensory chart to appeal to emotions and word array activities.
LA.6.4.3.2 - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).	

**FCAT Writing
Grade 7**

WRITING PROCESS	
Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
The student will prewrite by:	Action Steps
LA.7.3.1.1- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials or other reliable sources) based upon teacher-directed topics and personal interests;	<ul style="list-style-type: none"> • Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. • Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). • Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.
LA.7.3.1.2 – making a plan for writing that addresses purpose, audience, main idea, and logical sequence;	
LA.7.3.1.3 – using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	
Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.
The student will draft writing by:	Action Steps
LA.7.3.2.1 – developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;	<ul style="list-style-type: none"> • Develop a prewriting plan to develop the main idea(s) and supporting details. • Assist students to organize their ideas into a logical sequence. • Model effective writing for students. • Use mentor text and anchor papers as springboards for effective writing and as a means to understand and apply voice and word choice.
LA.7.3.2.2 - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and	
LA.7.3.2.3 - analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.	
Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.
The student will revise by:	Action Steps
LA.7.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	<ul style="list-style-type: none"> • Ask students to revise for clarity of content, organization, and word choice. • Incorporate a selection of sentence variety and sentence combining activities. • Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest. • Improve drafts by using word lists/categories, peer and teacher review, checklists, rubrics, anchor papers.
LA.7.3.3.2- creating clarity and logic by rearranging words, sentences, and paragraphs, and developing relationships among ideas;	
LA.7.3.3.3- creating precision and interest by using a variety of sentence structures including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus);	
LA.7.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.
The student will edit for correct use of:	Action Steps
LA.7.3.4.1- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	<ul style="list-style-type: none"> Edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. Incorporate vocabulary lessons which include prefixes, suffixes, Greek and Latin root words. Review parts of speech and conduct mini-lessons as necessary on areas of student need, based on student writing samples. Use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I," and the initial word of sentences. Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher. Incorporate sentence variety instructional lessons.
LA.7.3.4.2 - capitalization, including regional names (e.g., East Coast), historical events and documents;	
LA.7.3.4.3 - punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;	
LA.7.3.4.4 - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement;	
LA.7.3.4.5 - consistency in verb tense in simple, compound, and complex sentences.	
Publishing	Standard: The student will write a final product for the intended audience.
The student will:	Action Steps
LA.7.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	<ul style="list-style-type: none"> Prepare students to write in a format appropriate to audience and purpose using required spacing and margins, graphics and illustrations as needed. Allow students to share writing with the intended audience for oral and written feedback.
LA.7.3.5.2 - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document;	
LA.7.3.5.3 - share the writing with the intended audience.	
Writing Application	
Creative	Standard: The student develops and demonstrates creative writing.
The student will:	Action Steps
LA.7.4.1.1- write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone;	<ul style="list-style-type: none"> Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting. Incorporate use of lessons on the use of figurative and descriptive language to convey style and tone. Write in a variety of expository forms (journal, log, newsletter article,), and record information (observations, notes, lists, labels, charts) related to a topic. Model writing an expository paragraph that includes a topic sentence and relevant information. Compose a friendly letter, invitation, message, and/or thank

	<p>you note, and/or a formal letter using a model developed in class.</p> <ul style="list-style-type: none"> Use character maps to develop understanding of characterization; Review correct usage of dialogue in writing.
LA.7.4.1.2-write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.	
Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
The student will:	Action Steps
LA.7.4.2.1 - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	<ul style="list-style-type: none"> Use Writer's Notebook, Journal or Log to record information (lists, charts, two-step directions, and recipes) related to a topic. Compose informal communications such as a friendly letter, invitation, thank you note, directions. Write formal informational/expository essays that include thesis statement, supporting ideas, and details. Use anchor papers to review organizational structure of essays.
LA.7.4.2.2 - record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	
LA.7.4.2.3- write specialized informational/expository essays (e.g., process, description, explanation, comparison/ contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;	
LA.7.4.2.4- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature;	
LA.7.4.2.5 - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.	
Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
The student will:	Action Steps
LA.7.4.3.1- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;	<ul style="list-style-type: none"> Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials and speeches can be used as examples for students to evaluate persuasive techniques. Students select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, message)

<p>LA.7.4.3.2 - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).</p>	<p>that shows why the topic or activity is important.</p> <ul style="list-style-type: none">• With students, review word choice, and how connotations and denotations of words impact meaning; may use sensory chart to appeal to emotions and word array activities.
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**FCAT Writing
Grade 8**

WRITING PROCESS	
Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
The student will prewrite by:	Action Steps
LA.8.3.1.1- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;	<ul style="list-style-type: none"> • Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. • Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). • Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.
LA.8.3.1.2 - making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion;	
LA.8.3.1.3- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	
Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.
The student will draft writing by:	Action Steps
LA.8.3.2.1 - developing main ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	<ul style="list-style-type: none"> • Develop a prewriting plan to develop the main idea(s) and supporting details. • Assist students to organize their ideas into a logical sequence. • Model effective writing for students. • Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply voice and word choice.
LA.8.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant;	
LA.8.3.2.3- analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.	
Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.
The student will revise by:	Action Steps
LA.8.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	<ul style="list-style-type: none"> • Ask students to revise for clarity of content, organization, and word choice. • Incorporate a selection of sentence variety and sentence combining activities. • Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.
LA.8.3.3.2 - creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;	
LA.8.3.3.3- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	
LA.8.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.
The student will edit for correct use of:	Action Steps
LA.8.3.4.1- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	<ul style="list-style-type: none"> • Edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. • Incorporate vocabulary lessons which include prefixes, suffixes, Greek and Latin root words. • Review parts of speech and conduct mini-lessons as necessary on areas of student need, based on student writing samples. • Use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun “I,” and the initial word of sentences. • Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.
LA.8.3.4.2 - capitalization, including names of academic courses (e.g., Algebra I), and proper adjectives (e.g., German shepherd, Italian restaurant);	
LA.8.3.4.3 - punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;	
LA.8.3.4.4 - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and	
LA.8.3.4.5 - subject/verb agreement, noun/pronoun agreement.	
Publishing	Standard: The student will write a final product for the intended audience.
The student will edit for correct use of:	Action Steps
LA.8.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	<ul style="list-style-type: none"> • Prepare students to write in a format appropriate to audience and purpose using required spacing and margins, graphics and illustrations as needed. • Allow students to share writing with the intended audience for oral and written feedback.
LA.8.3.5.2 - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and	
LA.8.3.5.3 - share the writing with the intended audience.	
WRITING APPLICATIONS	
Creative	Standard: The student develops and demonstrates creative writing.
The student will:	Action Steps
LA.8.4.1.1- write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters);	<ul style="list-style-type: none"> • Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting. • Incorporate use of lessons on the use of figurative and descriptive language to convey style and tone.
LA.8.4.1.2- write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.	

Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
The student will:	Action Steps
LA.8.4.2.1 - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	<ul style="list-style-type: none"> • Model writing an expository paragraph that includes a topic sentence and relevant information. • Compose a friendly letter, invitation, message, and/or thank you note, and/or a formal letter using a model developed in class. • Write in a variety of expository forms (journal, log, newsletter article), and record information (observations, notes, lists, labels, charts) related to a topic. • Read maps and write directions to accompany them.
LA.8.4.2.2- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	
LA.8.4.2.3- write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;	
LA.8.4.2.4- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature;	
LA.8.4.2.5 - write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.	
Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
The student will:	Action Steps
LA.8.4.3.1- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence;	<ul style="list-style-type: none"> • Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials and speeches can be used as examples for students to evaluate persuasive techniques. • Students select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, message) that shows why the topic or activity is important. • With students, review word choice, and how connotations and denotations of words impact meaning; may use sensory chart to appeal to emotions and word array activities.
LA.8.4.3.2- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).	

**FCAT Writing
Grades 9-10**

WRITING PROCESS	
Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
The student will prewrite by:	Action Steps
LA.910.3.1.1- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;	<ul style="list-style-type: none"> • Develop and maintain with students a Writer’s Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. • Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). • Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.
LA.910.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and	
LA.910.3.1.3- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	
Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.
The student will draft writing by:	Action Steps
LA.910.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	<ul style="list-style-type: none"> • Develop a prewriting plan to develop the main idea(s) and supporting details. • Assist students to organize their ideas into a logical sequence. • Model effective writing for students. • Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice.
LA.910.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	
LA.910.3.2.3- analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.	
Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.
The student will revise by:	Action Steps
LA.910.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	<ul style="list-style-type: none"> • Ask students to revise for clarity of content, organization, and word choice. • Incorporate a selection of sentence variety and sentence combining activities. • Conduct peer sharing and editing, as well as student-teacher writing conferences using editor’s checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.
LA.910.3.3.2 - creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;	

LA.910.3.3.3- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and	
LA.910.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	
Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.
The student will edit for correct use of:	Action Steps
LA.910.3.4.1- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);	<ul style="list-style-type: none"> • Edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. • Incorporate vocabulary lessons which include prefixes, suffixes, Greek and Latin root words. • Review parts of speech and conduct mini-lessons as necessary on areas of student need, based on student writing samples. • Use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun “I,” and the initial word of sentences, proper adjectives. • Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.
LA.910.3.4.2 - capitalization, including names of academic courses and proper adjectives;	
LA.910.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;	
LA.910.3.4.4 - possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and	
LA.910.3.4.5 - sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.	
Creative	Standard: The student develops and demonstrates creative writing.
The student will:	Action Steps
LA.910.4.1.1- write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and	<ul style="list-style-type: none"> • Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting. • Incorporate use of lessons on the use of literary devices, figurative and descriptive language to convey style and tone, and sensory details.
LA.910.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format	
Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
The student will:	Action Steps
LA.910.4.2.1 - write in a variety of	<ul style="list-style-type: none"> • Model writing an expository paragraph that includes a topic

informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);	<p>sentence and relevant information.</p> <ul style="list-style-type: none"> • Compose a friendly letter, invitation, message, and/or thank you note, and/or a formal letter using a model developed in class. • Write in a variety of expository forms (journal, log, newsletter article), and record information (observations, notes, lists, labels, charts) related to a topic. • Read maps and write directions to accompany them.
LA.910.4.2.2- record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;	
LA.910.4.2.3- write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;	
LA.910.4.2.4- write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);	
LA.910.4.2.5 - write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and	
LA.910.4.2.6 - write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).	
Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
The student will:	Action Steps
LA.910.4.3.1- write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and	<ul style="list-style-type: none"> • Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques. • Students select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, message) that shows why the topic or activity is important. • With students, review word choice, and how connotations and denotations of words impact meaning; may use sensory chart to appeal to emotions and word array activities.
LA.910.4.3.2 - include persuasive techniques.	

APPENDIX VII
Mathematics

**Miami-Dade County Public Schools
School Improvement Plan Suggested Action Steps**

MATHEMATICS ELEMENTARY SCHOOL	
Content Cluster	Action Steps
Number and Operations	<p>General Considerations</p> <ul style="list-style-type: none"> ○ Provide contexts for mathematical exploration and the development of student understanding of number and operations by support the use of manipulatives and engaging opportunities for practice. ○ Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. ○ Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. ○ Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. <p>Curriculum Scope by Grade-Level</p> <ul style="list-style-type: none"> ○ Grade K – Represent numbers up to 20, verbally, in writing, and with manipulatives); solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20; and solve word problems involving simple joining and separating situations. ○ Grade 1 – Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts; develop an understanding of whole number relationships, including grouping by tens and ones; use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems; and solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams. ○ Grade 2 – Develop an understanding of base-ten numerations system and place-value concepts; develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction; and solve problems that involve repeated

**MATHEMATICS
ELEMENTARY SCHOOL**

Content Cluster	Action Steps
	<p>addition.</p> <ul style="list-style-type: none"> ○ Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; and represent, compute, estimate and solve problems using numbers through hundred thousand. ○ Grade 4 – Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions. ○ Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; and compare, order, and graph integers. <p>Technology</p> <ul style="list-style-type: none"> ○ Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers. ○ For NGSSS and instructional materials by benchmark, go to http://www.floridastandards.org <p>Literature in Mathematics</p> <ul style="list-style-type: none"> ○ Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson (book tiles can be found in the Mathematics Literature Guide at the Mathematics Website: http://math.dadeschools.net/).

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Content Cluster	Action Steps
Geometry and Measurement	<p>General Considerations</p> <ul style="list-style-type: none"> ○ Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. ○ Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. ○ Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. <p>Curriculum Scope by Grade-Level</p> <ul style="list-style-type: none"> ○ Grade K – Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position; and order objects by measurable attributes; and demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, and shorter/longer. ○ Grade 1 – Compose and decompose two-dimensional and three-dimensional geometric shapes ○ Grade 2 – Develop and understanding of linear measurement and facility in measuring lengths; using geometric models to demonstrate the relationships between wholes and their parts as a foundation of fractions; identify time to the nearest hour and half hour; identify, combine, and compare values of money; and measure weight/mass and capacity/volume of objects. ○ Grade 3 – Describe and analyze properties of two-dimensional shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. ○ Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. ○ Grade 5 – Describe three-dimensional shapes and

MATHEMATICS ELEMENTARY SCHOOL	
Content Cluster	Action Steps
	<p>analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.</p> <p>Technology</p> <ul style="list-style-type: none"> ○ Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense. ○ For NGSSS and instructional materials by benchmark, go to http://www.floridastandards.org <p>Literature in Mathematics</p> <ul style="list-style-type: none"> ○ Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson (book tiles can be found in the Mathematics Literature Guide at the Mathematics Website: http://math.dadeschools.net/).
Algebra	<p>General Considerations</p> <ul style="list-style-type: none"> ○ Provide grade-level appropriate opportunities for identifying, duplicating, describing, extending and applying number patterns, and use number patterns to help students extend their knowledge of properties of numbers and operations; include nonnumeric growing and repeating patterns. ○ Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. ○ Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. <p>Curriculum Scope by Grade-Level</p> <ul style="list-style-type: none"> ○ Grade K – Identify and duplicate simple number and

**MATHEMATICS
ELEMENTARY SCHOOL**

Content Cluster	Action Steps
	<p>non-numeric repeating and growing patterns.</p> <ul style="list-style-type: none"> ○ Grade 1 – Extend repeating and growing patterns, fill in missing terms, and justify reasoning. ○ Grade 2 – Extend number patterns to build a foundation for understanding multiples and factors (e.g., skip counting by 2’s, 5’s, 10’s); classify numbers as odd or even and explain why; generalize numeric and non-numeric patterns using words and tables; describe and apply equality to solve problems, such as in balancing situations; and recognize and state rules for functions that use addition and subtraction. ○ Grade 3 – Create, analyze, and represent patterns and relationships using words, variables, tables and graphs; and solve non-routine problems by making a table, chart, or list and searching for patterns. ○ Grade 4 – generate algebraic rules and use all four operations to describe patterns; describe mathematics relationships using expressions, equations, and visual representations; and recognize and write algebraic expressions for functions with two operations. ○ Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses. <p>Technology</p> <ul style="list-style-type: none"> ○ Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop students’ algebraic thinking skills. ○ For NGSSS and instructional materials by benchmark, go to http://www.floridastandards.org <p>Literature in Mathematics</p> <ul style="list-style-type: none"> ○ Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson (book tiles can be found in the Mathematics Literature Guide at the Mathematics Website: http://math.dadeschools.net/).

MATHEMATICS ELEMENTARY SCHOOL	
Content Cluster	Action Steps
Data Analysis	<p>General Considerations</p> <ul style="list-style-type: none"> ○ Provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems; the collected data and the intent of the data collection will determine the choice of data display. ○ Provide the opportunities for data analysis to include (depending on grade level specific standards) making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph. ○ Promote the analyzing of graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades. <p>Curriculum Scope by Grade-Level</p> <ul style="list-style-type: none"> ○ Grade K – N/A ○ Grade 1 – N/A ○ Grade 2 – N/A ○ Grade 3 – Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments. ○ Grade 4 – N/A ○ Grade 5 – Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams. <p>Technology</p> <ul style="list-style-type: none"> ● Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' understanding of data analysis. <p>Literature in Mathematics</p> <ul style="list-style-type: none"> ○ Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used

**MATHEMATICS
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Content Cluster	Action Steps
	as a lesson lead-in, guided practice or closure of the lesson (book tiles can be found in the Mathematics Literature Guide at the Mathematics Website: http://math.dadeschools.net/).

MATHEMATICS MIDDLE SCHOOL	
Content Cluster	Action Steps
Algebra	<p>General Considerations To write, interpret, and use mathematical expressions and equations, use inductive reasoning strategies that include discovery learning activities.</p> <ul style="list-style-type: none"> ○ Develop students understanding of linear equations. ○ Solve mathematical problems graphically. ○ Provide students with opportunities to complete more rigorous mathematical problems <p>Use of Technology</p> <ul style="list-style-type: none"> ● Use virtual manipulates to introduce basic algebraic concepts. Educational Java Programs <p>Grade 6</p> <ul style="list-style-type: none"> ● Provide students with opportunities to construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation. ● Use hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as tiles, pattern blocks and connecting cubes. ● Use manipulatives (<i>i.e.</i>, <i>Cusinaire Rods</i>) to introduce basic mathematical concepts, such as addition, subtraction, multiplication, division, fractions, geometry, charts and algebra. <p>Grade 7</p> <ul style="list-style-type: none"> ● Provide students with opportunities to formulate and use different strategies to solve one-step and two-step linear equations, including equations with rational coefficients. ● Use manipulatives (<i>Algebra Tiles or Integer Chips</i>) to represent negative and positive integers and to develop meanings for integers and related vocabulary and represent and compare quantities with them. <p>Grade 8</p> <ul style="list-style-type: none"> ● Solve and graph one- and two-step inequalities in one variable. ● Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. <p>Using Literature in Mathematics</p> <ul style="list-style-type: none"> ● <i>One Equals Zero and Other Mathematical Surprises</i> :

MATHEMATICS MIDDLE SCHOOL	
Content Cluster	Action Steps
	<p><i>Paradoxes, Fallacies, Mind Booglers</i> by Nitsa Movshovitz-Hadar</p> <p>Use the paradoxes in this book to explore the possibilities of mathematics.</p>
Geometry and Measurement	<p>General Considerations</p> <p>To find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles.</p> <ul style="list-style-type: none"> ○ Provide visual stimulus to develop students' spatial sense. ○ Provide students with opportunities to investigate geometric properties. ○ Differentiate instruction for students. ○ Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. ○ Solve problems involving scale factors, using ratio and proportion. <p>Solve simple problems involving rates and derived measurements for such attributes as velocity and density.</p> <p>Use of Technology</p> <ul style="list-style-type: none"> ● Use virtual manipulate to explore area and perimeter of two-dimensional figures. <p>National Library of Virtual Manipulatives</p> <p>Grade 6</p> <ul style="list-style-type: none"> ● Provide the opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. ● Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. ● Use a variety of graph paper to explore area and perimeter of two-dimensional figures. <p>Grade 7</p> <ul style="list-style-type: none"> ● Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems. ● Identify and plot ordered pairs in all four quadrants of the coordinate plane. ● Use <i>Hands-on</i> activities to explore area and volume using non-traditional units of measure. (i.e., using nets, construct cubes, prism, and tetrahedrons of different scales and compare the ratios of edge length,

MATHEMATICS MIDDLE SCHOOL	
Content Cluster	Action Steps
	<p>area, and volume of the models.</p> <p>Grade 8</p> <ul style="list-style-type: none"> • Provide the opportunities for students to use similar triangles to solve problems that include height and distances. • Use computer software (<i>Geometer's Sketchpad</i> or Geogebra) to draw various polygons and investigate their interior angles. <p>Using Literature in Mathematics</p> <ul style="list-style-type: none"> • <i>Twizzlers: Shapes and Patterns</i> by Jerry Pallotta Use this book to introduce the concepts of shapes and patterns with red and black Twizzlers candy
Number and Operations	<p>General Considerations To develop an understanding of and fluency with multiplication and division of fractions and decimals, provide a variety of models for representation (pattern blocks, rods, fraction bars).</p> <ul style="list-style-type: none"> ○ Develop lessons that help students to understand the properties of numbers. ○ Develop hands on activities that help students to understand operations with integers. ○ Develop thematic projects (model scale construction) that help students to understand the relative size of numbers. <p>Use of Technology</p> <ul style="list-style-type: none"> • Use virtual manipulate to graphically demonstrate, explore, and practice multiplying fractions. National Library of Virtual Manipulatives <p>Grade 6</p> <ul style="list-style-type: none"> • Provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals. • Use visual models to explain multiplication and division of fractions. • Use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers <p>Grade 7</p> <ul style="list-style-type: none"> • Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. • Use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities

MATHEMATICS MIDDLE SCHOOL	
Content Cluster	Action Steps
	<p>with them.</p> <p>Grade 8</p> <ul style="list-style-type: none"> • Provide the opportunities for students to make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions. • Use real world science examples (distance between planets, nano-technology, size of molecules) to introduce expressions of rational numbers in exponential notation, including negative exponents, and/or numerical or algebraic expressions that contain exponential notation. <p>Using Literature in Mathematics</p> <ul style="list-style-type: none"> • <i>The Number Devil: A Mathematical Adventure</i> by Hans Magnus Enzensberger Use this book to introduce basic concepts of numeracy, from interesting number sequences to exponents to matrices.
Data Analysis	<p>General Considerations To determine the measures of central tendency (mean, median, and mode) and variability (range) for a given set of data, collection of personal information such as height, weight, and shoe size is appropriate in the helping to develop an understanding of mean, median and mode.</p> <p>Use of Technology</p> <ul style="list-style-type: none"> • Use Gizmos to build a data set and find the mean, median, and mode. Mean, Median and Mode • Use NCTM's Illuminations web site to explore the relationship between theoretical and experimental probabilities. Boxing up <p>Grade 6</p> <ul style="list-style-type: none"> • Collect real-world data (i.e., student demographics) and use it to calculate measures of central tendency (mean, median, and mode). • Collect and record data using real-world situations to show the relationship between the dependent and independent variable in an experiment. <p>Grade 7</p> <ul style="list-style-type: none"> • Provide the opportunities for students to evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the

MATHEMATICS MIDDLE SCHOOL	
Content Cluster	Action Steps
	<p>population.</p> <ul style="list-style-type: none"> Use interactive computer software to construct and analyze histograms, stem-and-leaf plots, and circle graphs. <p>Grade 8</p> <ul style="list-style-type: none"> Provide the opportunities for students to determine and describe how changes in data values impact measures of central tendency. Use the Internet to collect real world sporting data (NBA, NFL, NHL, MLB) to calculate measures of central tendencies and to create and compare box and whisker plots. <p>Using Literature in Mathematics</p> <ul style="list-style-type: none"> Averages and The Phantom Tollbooth Book by Norton Juster Use <i>The Phantom Tollbooth</i> as a literature basis to explore the concept of averages.
Probability - Grade 7 Only	<p>General Considerations To determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair, may require hands-on active engagement. Coins should be tossed, spinners should be introduced and die may be cast to explore possible outcomes in the real world.</p> <p>Use of Technology Use Gizmos to experiment with spinners and compare the experimental probability of a particular outcome to the theoretical probability. Theoretical and Experimental Probability</p> <p>Use manipulatives (coins, spinners, die) to explore outcome of an experiment and predict which events are likely or unlikely.</p> <p>Using Literature in Mathematics</p> <ul style="list-style-type: none"> <i>Mind Games</i> by Jeanne Marie Grunwell Use this book to introduce the concepts of hypothesis, research, recorded experiments.

MATHEMATICS SENIOR HIGH	
Content Cluster	Action Steps
Algebra	<ul style="list-style-type: none"> • Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: <ul style="list-style-type: none"> ○ Provide all students with more practice in converting real numbers written in scientific notation to standard form and vice versa ○ Provide all students with more practice in using the Zero Product Property ○ Provide students with more practice in using graphing technology to graph, solve, and interpret quadratic equations. ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle • Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: <ul style="list-style-type: none"> ○ Develop departmental guidelines for student learning notebooks designed to increase student achievement in Algebra I and Geometry. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs
Functions and Relations	<ul style="list-style-type: none"> • Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: <ul style="list-style-type: none"> ○ Provide all students with more practice in solving real-world problems involving relations and functions ○ Provide all students more practice in solving multi-step problems with several rate parameters ○ Provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate. ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle • Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design

MATHEMATICS SENIOR HIGH	
Content Cluster	Action Steps
	<p>and implement organizational strategies:</p> <ul style="list-style-type: none"> ○ Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs
Geometry	<ul style="list-style-type: none"> ● Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: <ul style="list-style-type: none"> ○ Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle ● Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: <ul style="list-style-type: none"> ○ Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs
Linear Systems	<ul style="list-style-type: none"> ● Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: <ul style="list-style-type: none"> ○ Provide all students opportunities to explore and apply the use of a system of equations in the real-world ○ Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers ○ Develop mathematical vocabulary for all students ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and

MATHEMATICS SENIOR HIGH	
Content Cluster	Action Steps
	<p style="text-align: center;">the brain's natural learning cycle</p> <ul style="list-style-type: none"> • Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: <ul style="list-style-type: none"> ○ Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs
Discrete Mathematics	<ul style="list-style-type: none"> • Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: <ul style="list-style-type: none"> ○ Provide all students with practice in using a Venn Diagram to identify relationships and patterns and to create an argument about the relationships between sets. ○ Provide all students with more practice in interpreting graphical information, manipulating the data to make predictions and conclusions, and identifying the correct type of graph to represent given data. ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle • Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: <ul style="list-style-type: none"> ○ Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs

**Miami-Dade County Public Schools
ELEMENTARY PROGRAMS – MATHEMATICS**

ELEMENTARY	
Program	Research-based Information
FCAT Explorer	<p>Math Station provides comprehensive practice with the math benchmarks tested on the 5th grade FCAT.</p> <p>Created by the Florida Department of Education and free for your students, parents, and school faculty to use, FCAT Explorer has long been a mainstay of computer lab and home FCAT review. With a variety of reports, progress monitoring tools, and rich practice and skill development tools, FCAT Explorer provides the ability to confirm student capabilities and improve basic skills at the same time.</p> <p>FOCUS Web site, for grades 3-5</p> <p>The FOCUS Web site—focus.florida-achieves.com—supports Florida’s Continuous Improvement Model. With mini assessments in math, FOCUS provides teachers a quick check of student comprehension. The mini-assessments in FOCUS offer a five-item test and a five-item retest on every benchmark and skill in math (grades 3-10). Florida Department of Education provides these tools at no cost to school districts.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based, online assessment • Assessments that relate to current or recent classroom instruction. Students complete the assessments in class or in the lab with supervision. • Adjustable classroom instruction to account for student weaknesses. 	

Program	Research-based Information
<p>Riverdeep: Destination Math</p> <p><u><i>Available in Spanish</i></u></p> <p>Mastering Skills and Concepts: Course I, Mastering Skills and Concepts: Course II, Mastering Skills and Concepts: Course III,</p>	<p>A K-12 Internet-based mathematics program that is available to all schools through the M-DCPS portal, which can be accessed at the schools and from home by teachers, parents, and students. An analysis of achievement and implementation data from the New York City Board of Education's Students with Interrupted Formal Education (SIFE) grant program for English Language Learners (ELLs) was completed in May 2007. This program included the use of the Destination Math technology-based courseware in before- and after-school programs at 13 NYC school sites during the spring 2007 semester.</p> <p>Findings from Quantitative Data: Quantitative data analysis by Interactive Educational Systems Design (IESD) and statisticians at the Center for Research in Educational Policy at the University of Memphis yielded the following findings:</p> <p><u>Significant achievement gains.</u> There was a statistically significant improvement in mathematics skills from pretest to posttest for all students and for those who completed <i>Destination Math</i> benchmark assessments in either Spanish or English.</p> <p><u>Positive effect of using Destination Math in regular classroom instruction.</u> The use of Destination Math in regular classroom instruction—in addition to its use before and after school—had a major positive impact on students' math achievement.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Individualized, standards-based reading and math instruction and assessment • Computer-based exploration and investigation • Problem solving 	

Miami-Dade County Public Schools

MIDDLE SCHOOL PROGRAMS – MATHEMATICS

MIDDLE SCHOOL	
Program	Research-based Information
<p>Carnegie Learning Cognitive Tutor: Bridge to Algebra</p>	<p>Miami-Dade County Charter High Schools</p> <p>Research Report of the Implementation of Carnegie Learning™ Blended Math Solutions October 2008.</p> <p>The report summarized Florida Comprehensive Assessment Test (FCAT) performance for five charter high schools in Miami-Dade County, Florida using Carnegie Learning Blended Math Solutions as the exclusive math curricula for at least one school year and at least one grade level.</p> <p>Four of these five schools implemented one or more Carnegie Learning Blended Math Solutions as their exclusive math curriculum continuously since the 2005-2006 school year, and completed the third year of implementation in 2008.</p> <p>The analyses indicate that students in schools using Carnegie Learning Blended Math Solutions score higher on The math portion of the FCAT than do students in schools in the same county with comparable demographics. Schools implementing Carnegie Learning math curricula for three years show more pronounced improvement, supporting the idea that implementations improve over time, and show more substantial year-over-year improvement than expected based upon the district averages.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based, individualized instruction • Cooperative Learning • Real-world problem solving • Problem presentation • Notetaking • Data analysis and interpretation • Real-time tutoring which provides immediate feedback 	
Program	Research-based Information
<p>Compass Learning:</p> <p>Odyssey Math</p>	<p>CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn.</p> <p>The CompassLearning Odyssey® curriculum includes: Odyssey Reading/Language Arts - Levels K-8 Story Creator - Level K-2 Odyssey Writer - Levels 3-12</p>

	<p>Odyssey Math - Levels K-8 Odyssey Matemáticas - Levels 1-6 Odyssey Algebra Odyssey Social Studies Levels 2-8 Odyssey ELL - Levels K-Adult Odyssey Intervention - Levels 9-12 Odyssey Advanced/AP - Levels 9-12</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based, online student learning and practice • Exploration/Investigation • Similarities/Differences • Cooperative Learning • Summarizing • Problem solving 	
Program	Research-based Information
<p>FCAT Explorer Math Navigator:</p>	<p>The Math Navigator provides comprehensive practice with the math benchmarks tested on the 8th grade FCAT. With hints for incorrect answer choices and detailed correct answer explanations, Math Navigator offers 139 context-rich math problems in a visually interesting format.</p> <p>Supporting Florida's Continuous Improvement Model, FCAT Explorer offers a Teacher's Desk that allows the teacher to schedule instructional and assessment periods, run reports, and monitor student and class progress.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based problem solving and assessment • Real-World Problem solving • Computer-based, online practice and assessment • Assessments relate to current or recent classroom instruction. Students complete the assessments in class or in the lab with supervision. • Adjustable classroom instruction to account for student weaknesses. 	
Program	Research-based Information
<p>PLATO</p> <p>Math Skills Series</p>	<p>PLATO Math Skills Series Learners connect math concepts and problem-solving strategies to real-world situations from basic computation to solving multi-step problems. Learners become members of realistic interdisciplinary expeditions in which math concepts are connected to science, social studies, geography, and history in a real-life context. Learners select and apply tools such as tables, graph makers, and equation builders, with various levels of assistance to explore and solve the problems.</p> <p>PLATO is an Instruction and Standards-Driven Assessment and Accountability system. PLATO Learning helps sustain continuous academic improvement for K-adult learners. Miami-Dade currently uses PLATO Learning's solutions for middle school course recovery in grades 6 & 7 for Language Arts and Mathematics along with tutorial resources for middle school targeted students.</p>

Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based student learning • Problem solving • Simulation • Exploration • Similarities/Differences • Cooperative Learning 	
Program	Research-based Information
<p>Riverdeep: Destination Math: Mastering Skills & Concepts: Course IV: Basic Mathematics</p> <p>Mastering Skills & Concepts: Course V: Pre-Algebra</p>	<p>A K-12 Internet-based mathematics program that is available to all schools through the M-DCPS portal, which can be accessed at the schools and from home by teachers, parents, and students. An analysis of achievement and implementation data from the New York City Board of Education's Students with Interrupted Formal Education (SIFE) grant program for English Language Learners (ELLs) was completed in May 2007. This program included the use of the Destination Math technology-based courseware in before- and after-school programs at 13 NYC school sites during the spring 2007 semester.</p> <p>Findings from Quantitative Data: Quantitative data analysis by Interactive Educational Systems Design (IESD) and statisticians at the Center for Research in Educational Policy at the University of Memphis yielded the following findings:</p> <p><u>Significant achievement gains.</u> There was a statistically significant improvement in mathematics skills from pretest to posttest for all students and for those who completed <i>Destination Math</i> benchmark assessments in either Spanish or English.</p> <p><u>Positive effect of using Destination Math in regular classroom instruction.</u> The use of Destination Math in regular classroom instruction—in addition to its use before and after school—had a major positive impact on students' math achievement.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Individualized, standards-based reading and math instruction and assessment • Computer-based exploration and investigation • Problem solving 	

Miami-Dade County Public Schools
SENIOR HIGH SCHOOL PROGRAMS – MATHEMATICS

SENIOR HIGH SCHOOL	
Program	Research-based Information
Cognitive Tutor Algebra I, Algebra II, Test Prep, Bridges to Algebra	<i>Carnegie Learning’s Cognitive Tutor</i> Programs are a computer-enhanced, interactive learning courses that are designed to teach students both in the classroom and in personalized computer sessions. The design of the program includes students spending three days per week in a classroom setting, and two days per week in a computer lab interacting with the course software. The Carnegie software is designed to offer individualized assistance to students, allowing them to progress at their own pace. Students using the software receive immediate feedback, providing real-time tutoring. The software is designed to understand methods that a student may use to solve a problem, and provides individualized levels of help. The software paces the curriculum based on each student’s comprehension and ability. Student progress is displayed on their computer screen during the lab.
Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based, individualized instruction • Cooperative Learning • Real-world problem solving • Problem presentation • Notetaking • Data analysis and interpretation • Real-time tutoring which provides immediate feedback 	
Program	Research-based Information
Gizmos	<i>A 5-12 mathematics software program that allows students to participate in interactive simulations in math and science.</i>
Instructional Strategies	
<ul style="list-style-type: none"> • <i>Computer-based student investigation and exploration</i> • <i>Similarities/Differences</i> • <i>Cooperative Learning</i> • <i>Summarizing</i> • <i>Problem solving</i> • <i>Problem Presentation</i> 	
Program	Research-based Information
Geometer’s Sketchpad	<i>The Geometer’s Sketchpad</i> is a dynamic construction, demonstration, and exploration tool for students in grades 4 – 12 that adds a powerful dimension to the study of mathematics. Students can use this software program to build and investigate mathematical models, objects, figures, diagrams, and graphs. It provides students with a tangible, visual way to explore and understand core mathematics concepts.
Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based student investigation and exploration • Cooperative Learning • Summarizing • Notetaking • Problem solving • Data collection, analysis, and conjecturing 	

<ul style="list-style-type: none"> • Problem Presentation 	
Program	Research-based Information
Graphing Calculator –Texas Instruments Technology Infusion Activities	<p>A graphing calculator is a <i>learning</i> tool designed to help students visualize and better understand concepts in math and science. It allows students to make real-world connections in a variety of subjects. As they gain a deeper understanding of the material, they will acquire the critical thinking and problem-solving skills they need to be successful in school and in life. Texas Instruments provides free online activities for students and teachers to explore and investigate mathematics concepts.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Hands-on, graphing calculator exploration • Exploration/Investigation • Data collection, analysis, and conjecturing • Cooperative Learning • Problem solving • Problem Presentation 	
Program	Research-based Information
FCAT Explorer Math Timeline	<p>The Math Timeline provides comprehensive practice with the math benchmarks tested on the 10th grade FCAT. With hints for incorrect answer choices and detailed correct answer explanations, Math Timeline offers 139 context-rich math problems in a visually interesting format.</p> <p>Supporting Florida’s Continuous Improvement Model, offering a Teacher’s Desk that allows the teacher to schedule instructional and assessment periods, run reports, and monitor student and class progress.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based problem solving and assessment • Real-World Problem solving • Computer-based, online practice and assessment • Assessments relate to current or recent classroom instruction. Students complete the assessments in class or in the lab with supervision. • Adjustable classroom instruction to account for student weaknesses. 	
Program	Research-based Information
L&M FCAT Resources Grade 10	<p>The software includes CD-ROM-delivered learning resources that connect classroom topics to the FCAT Mathematics bank of standards-based, interactive student activities. These activities are designed to improve test-taking skills in mathematics and critical-thinking. The software provides pretest and posttest reports monitoring of individualized student learning. For tracking student progress, individual record keeping and problem-solving feedback with "hints" for incorrect answers are provided. Formula charts similar to those on the FCAT Mathematics Grade 10 Test are available from a pull-down menu. It also includes over 1,400 practice questions arranged according to the five mathematics strands, interactive lessons that help students develop problem-solving strategies, multiple assessments, and student-improvement data.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • connects classroom topics to the FCAT Mathematics bank of standards-based, interactive student activities • focused on improving test-taking skills in mathematics and critical thinking • includes over 1,400 practice questions arranged according to the five mathematics strands, interactive lessons that help students develop problem-solving strategies, multiple assessments, and student-improvement data 	

Program	Research-based Information
<p>PLATO</p> <p>Math Skills Series</p>	<p>PLATO Math Skills Series Learners connect math concepts and problem-solving strategies to real-world situations from basic computation to solving multi-step problems. Learners become members of realistic interdisciplinary expeditions in which math concepts are connected to science, social studies, geography, and history in a real-life context. Learners select and apply tools such as tables, graph makers, and equation builders, with various levels of assistance to explore and solve the problems.</p> <p>PLATO is an Instruction and Standards-Driven Assessment and Accountability, PLATO Learning helps sustain continuous academic improvement for K-adult learners. Miami-Dade currently uses PLATO Learning's solutions in cooperation with Miami Dade College for Senior High Intensive Math.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based student learning • Problem solving • Simulation • Exploration • Similarities/Differences • Cooperative Learning 	
Program	Research-based Information
<p>ALEKS:</p> <p>Online Math Tutor</p>	<p>ALEKS stands for “Assessment and Learning in Knowledge Spaces.” The research behind ALEKS is briefly discussed in non-technical terms in “The Assessment of Knowledge in Theory and in Practice”.</p> <p>ALEKS is the practical realization of Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) and Professor Jean-Paul Doignon at the University of Brussels. The core mathematical theory was created between 1983 and 1992 with the financial support of several National Science Foundation (NSF) grants to Falmagne at NYU and UCI. (Learn more about the National Science Foundation at www.nsf.gov.)</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Computer-based student practice • Similarities/Differences • Cooperative Learning • Summarizing • Notetaking • Problem solving • Problem Presentation 	
Program	Research-based Information
<p>Riverdeep</p>	<p>A K-12 Internet-based mathematics program that is available to all schools through the M-DCPS portal, which can be accessed at the schools and</p>

<p>Destination Math: PreAlgebra, Algebra</p>	<p>from home by teachers, parents, and students.</p> <p>A comprehensive approach to teaching beginning algebra. Students investigate the symbols and rules of algebra and how they are used to represent relationships. They learn how to solve linear equations, progress to graphing linear functions and systems, and study linear inequalities and absolute value.</p> <p>An analysis of achievement and implementation data from the New York City Board of Education’s Students with Interrupted Formal Education (SIFE) grant program for English Language Learners (ELLs) was completed in May 2007. This program included the use of the Destination Math technology-based courseware in before- and after-school programs at 13 NYC school sites during the spring 2007 semester.</p> <p>Findings from Quantitative Data:</p> <p>Quantitative data analysis by Interactive Educational Systems Design (IESD) and statisticians at the Center for Research in Educational Policy at the University of Memphis yielded the following findings:</p> <p><u>Significant achievement gains.</u> There was a statistically significant improvement in mathematics skills from pretest to posttest for all students and for those who completed <i>Destination Math</i> benchmark assessments in either Spanish or English.</p> <p><u>Positive effect of using Destination Math in regular classroom instruction.</u> The use of Destination Math in regular classroom instruction—in addition to its use before and after school—had a major positive impact on students’ math achievement.</p>
<p>Instructional Strategies</p>	
<ul style="list-style-type: none"> • Computer-based student learning • Investigation/Exploration • Cooperative Learning • Problem solving 	

APPENDIX VIII

Science

Miami-Dade County Public Schools
School Improvement Plan Suggested Action Steps
Science

ELEMENTARY	
Content Cluster	Action Steps
Physical and Chemical Sciences	<ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical and Chemical Sciences. • Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical and Chemical Sciences. • Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to energy, force, and motion. • Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences. • Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. • Instruction in grades K-4 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
Earth and Space Sciences	<ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Earth and Space Sciences. • Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Sciences. • Provide opportunities for students to model,

	<p>explain, and label diagrams showing the relationships between the tilt of the Earth’s axis, the amount of direct sunlight, and the seasons.</p> <ul style="list-style-type: none"> • Emphasize instruction of the water cycle with an emphasis on process that occur over time (e.g. moon phases, seasons, erosions, weathering, water cycle). • Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. • Instruction in grades K-4 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
Life and Environmental Sciences	<ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Life and Environmental Science. • Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Life and Environmental Science. • Provide opportunities for students to model, explain, and label diagrams showing the cause-and-effect relationships of changes in populations in food webs and food chains in different ecosystems. • Provide opportunities for students to identify relationships between structures and functions of organisms. • Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. • Instruction in grades K-4 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
Scientific Thinking	<ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of elementary science teachers in order to

	<p>research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Scientific Thinking.</p> <ul style="list-style-type: none">• Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.• Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.• Provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair.• Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.• Instruction in grades K-4 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
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**Miami-Dade County Public Schools
School Improvement Plan Suggested Action Steps
Science**

MIDDLE	
Content Cluster	Action Steps
Physical and Chemical Sciences	<ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical and Chemical Sciences. • Examine and explore student misconceptions and provide opportunities for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating, and solving problems. • Provide opportunities after school (Virtual/Online School, tutorials) and/or during homeroom for Earth/Space Science Honors and/or Biology Honors students to engage in hands-on/interactive activities for review of the Annually Assessed Physical and Chemical Sciences benchmarks that are not directly aligned with the course. • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical and Chemical Sciences (i.e., Science Fair, SECME, Fairchild Challenge). • Solicit partnerships with local colleges, universities and/or industries to provide expert support to Physical and Chemical Science concepts. • Instruction in <i>Comprehensive Science 1 and Comprehensive Science 2</i> courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
Earth and Space Sciences	<ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of

	<p>Earth and Space Sciences.</p> <ul style="list-style-type: none"> • Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in Earth and Space Science by incorporating lab investigations and field studies. • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Earth and Space Sciences (i.e., Science Fair, SECME, NASA SEMAA, Fairchild Challenge). • Solicit partnerships with local colleges, universities and/or industries to provide expert support to Earth and Space Science concepts. • Instruction in <i>Comprehensive Science 1</i> and <i>Comprehensive Science 2</i> courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
<p>Life and Environmental Sciences</p>	<ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Life and Environmental Sciences. • Provide opportunities after school (Virtual/Online School, tutorials) and/or during homeroom for Earth/Space Science Honors students to review the Annually Assessed Life and Environmental Sciences benchmarks that are not directly aligned with the course through hands-on/interactive activities, and writing to compare, contrast, illustrate, and explain Biological and Environmental concepts. • Incorporate and/or participate in environmental challenges and/or programs that provide students the opportunity to investigate and explain the interrelationships of humans and Earth's systems (i.e., Fairchild Challenge, Dream in Green). • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and

	<p>experimental design as it pertains to the Life and Environmental sciences (i.e., Science Fair and Fairchild Challenge).</p> <ul style="list-style-type: none"> • Solicit partnerships with local colleges, universities and/or industries to provide expert support to Life and Environmental science concepts. • Instruction in <i>Comprehensive Science 1 and Comprehensive Science 2</i> courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
Scientific Thinking	<ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of Scientific Thinking. • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design (i.e., Science Fair, SECME, Fairchild Challenge). • Provide opportunities after school or during homeroom for Earth/Space Science Honors and/or Biology Honors students to engage in hands-on/interactive activities for review of the Annually Assessed Scientific Thinking benchmarks that are not directly aligned with the course. • Solicit partnerships with local colleges, universities, and/or industries to provide expert support to Scientific Thinking. • Instruction in <i>Comprehensive Science 1 and Comprehensive Science 2</i> courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.

Miami-Dade County Public Schools
School Improvement Plan Suggested Action Steps
Science

SENIOR HIGH	
Content Cluster	Action Steps
Physical and Chemical Sciences	<ul style="list-style-type: none"> • Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical and Chemical Sciences. • Provide opportunities for Level 1 and 2 students to participate in Physical and Chemical Sciences enrichment activities, after school tutorials, and science clubs. • Provide all students the opportunity to compare, contrast, interpret, analyze, and explain chemical and physical concepts during laboratory activities and classroom discussions. • Provide laboratory activities of physical and chemical systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. • Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
Earth and Space Sciences	<ul style="list-style-type: none"> • Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of Earth and Space Sciences. • Provide opportunities for Level 1 and 2 students to participate in Earth and Space Science enrichment activities, after school tutorials, and science clubs. • Provide all students the opportunity to compare, contrast, interpret, analyze, and explain earth and space concepts including climate and weather patterns, planetary motion, plate interactions, gravity, and tides concepts during laboratory activities and classroom discussions. • Provide inquiry-based laboratory activities of earth and space science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. • Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
Life and Environmental Sciences	<ul style="list-style-type: none"> • Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of Life and Environmental Sciences. • Provide opportunities for Level 1 and 2 students to

	<p>participate in Life and Environmental Science enrichment activities, after school tutorials, and science clubs.</p> <ul style="list-style-type: none"> • Provide all students the opportunity to compare, contrast, interpret, analyze, and explain Life and Environmental Science concepts including ecological concepts during field experiences, laboratory activities, and classroom discussions. • Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. • Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.
Scientific Thinking	<ul style="list-style-type: none"> • Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of Scientific Thinking. • Provide opportunities for Level 1 and 2 students to participate in scientific thinking enrichment activities, after-school tutorials, and science clubs. • Provide all students the opportunity to design experiments using the scientific method throughout their science courses while teachers incorporate the scientific method through more inquiry-based laboratory activities, field experiences, and classroom discussions. • Provide inquiry-based laboratory activities incorporating the scientific method for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. • Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.

**Miami-Dade County Public Schools
Elementary Science**

ELEMENTARY	
Program	Research-based Information
SECME Stars	The SECME (Science, Engineering, Communication, and Mathematics Enhancement) Stars program serves students and their families from W. J. Bryan Elementary, Golden Glades Elementary, Carol City Elementary, and Miami Park Elementary. The after-school program targets students who scored below the 25 th percentile on the FCAT reading and math portions. These students are recommended by the school's administration. The program goals focus on improving students' academic achievement in mathematics, science, and language arts/reading, improved language skills for students with Limited English Proficiency, improved physical fitness, provide professional development to all program staff, improved behavior/conduct and attendance during the school day and the after school program, and increased parental participation.
Instructional Strategies	
<ul style="list-style-type: none"> • Provides hands-on elementary inquiry-based learning experiences • Encourages the integration of science, mathematics and literacy • Emphasizes innovative laboratory experiences 	

Program	Research-based Information
Waterford Early Learning	Provides inquiry-based science content via interactive software with scaffolded activities that are correlated with the Florida Science Standards. This program is targeted for primary students.
Instructional Strategies	
<ul style="list-style-type: none"> • Connects motivating software, embedded assessment, and classrooms lessons to ensure a high level of understanding of key science concepts • Fosters a learner-centered environment by guiding students through differentiated instructional models in science 	

Program	Research-based Information
ExploreLearning Gizmos™	Interactive simulations in science for teachers and students to utilize in grades 3-5 that is designed as supplemental curriculum materials that support state standards. Utilizes Marzano's nine categories of effective instructional strategies model for the classroom.
Instructional Strategies	
<ul style="list-style-type: none"> • Represents science information in graphic/non-linguistic formats • Uses interactive manipulatives to explore and apply new knowledge about science • Promotes generating and testing hypotheses about science concepts being taught • Requires application of new science knowledge • Aligns with State Standards. 	

Program	Research-based Information
Elementary Science Fair	Research has shown that the positive effects of science competitions and science fairs on youth are: increased academic performance, motivation to stay in school, increased citizenship – both at school and in the community, and above average numbers of scholarship recipients; additionally the culture of the school tends to remain changed (Bartosh, 2004; Duffin et al, 2004). The American Institute of Research (2005) also found that students who participated in science and engineering competitions had increased self esteem and conflict resolution skills. The science projects that are entered into the Elementary Science Fair are aligned to the Sunshine State Standards and promote student understanding of scientific research, mathematics, and engineering.
Instructional Strategies	
<ul style="list-style-type: none"> • Grounded in full inquiry, project-based learning. • Aligned with standards-based instruction. • Fosters teamwork and cooperative learning. • Exposes students to university and industry experts in science, technology, engineering, and mathematics (STEM). • Engages students in hands-on, real-world STEM applications through projects and activities. • Incorporates an interdisciplinary approach to teaching and learning. • Requires students to explain their findings in writing. • Incorporates critical thinking and problem-solving skills. 	

Miami-Dade County Public Schools

Middle School Science

MIDDLE	
Program	Research-based Information
ExploreLearning GIZMOS	There are several teaching strategies that positively impact student achievement: enhanced content, collaborative learning, questioning, inquiry, manipulating, testing, instructional technology, and enhanced materials (Texas Education Agency, 2005). Additionally, research has shown that by incorporating technology into instruction, it allows for students to work cooperatively and increases their motivation to learn (Pitler et al, 2007). ExploreLearning Gizmos incorporates many of these strategies along with Marzano’s nine categories of effective instructional strategies model for the classroom through their interactive, virtual simulations of science concepts that are aligned to the state standards..
Instructional Strategies	
<ul style="list-style-type: none"> ● Incorporates computer-based virtual simulations of science concepts that are not easily replicable in the classroom. ● Incorporates inquiry-based virtual science experiments. ● Implements technology-enhanced instruction that uses online-virtual manipulatives. ● Aligns with state standards. 	

Program	
Synergistic Modules (Pitsco)	The synergistic modules provide hands-on, real world experiences for students through manipulatives and technology. These labs are established in middle schools across the District and are managed by the vocational education department.
Instructional Strategies	
<ul style="list-style-type: none"> ● Incorporates student-centered instruction. ● Promotes real-world learning experiences through the use of technology. ● Incorporates cooperative learning. ● Implemented through an interdisciplinary curriculum that is interwoven with writing, math, science, reading, and technology. ● Promotes positive communication, teamwork, inquiry learning, and social skills. ● Incorporates hands-on activities. 	

**Miami-Dade County Public Schools
Middle School Science**

Program	Research-based Information
Environmental Education Programs (Dream in Green, Fairchild Challenge, Urban Advantage Initiative)	Research has shown that the positive effects of environmental education programs on youth are: increased academic performance, motivation to stay in school, increased citizenship – both at school and in the community, and above average numbers of scholarship recipients; additionally the culture of the school tends to remain changed (Bartosh, 2004; Duffin et al, 2004). The American Institute of Research (2005) also found that students who participated in outdoor programs had increased self esteem and conflict resolution skills. The M-DCPS environmental education programs are all aligned to the Sunshine State Standards and promotes student understanding of the environment through research projects and activities.

Instructional Strategies

- Incorporates an interdisciplinary approach to education through environmental projects and activities.
- Encourages teamwork and cooperative learning.
- Aligned to the Sunshine State Standards.
- Promotes civic responsibility among students, teachers and the community.
- Engages the whole school and community.
- Fosters creativity and critical thinking in students.

Program	Research-based Information
Plato Science	Plato science is a technology-based program that incorporates rigorous, interactive science concepts for all content clusters. The program also includes assessments to monitor student progress.

Instructional Strategies

- Engages students in the scientific inquiry process.
- Promotes problem- solving and critical-thinking skills.
- Incorporates standards-based interactive instruction and assessment.
- Incorporates a theme-based applications, and classroom teaching tools.
- Includes Animation, narration, and interaction to demonstrate science concepts.
- Incorporates a hands-on problem solving approach to reinforce science concepts.
- Includes an interactive glossary with proper pronunciation of terms.

**Miami-Dade County Public Schools
Middle School Science**

Program	Research-based Information
Regional Science and Engineering Fair	<p>Research has shown that the positive effects of science competitions and science fairs on youth are: increased academic performance, motivation to stay in school, increased citizenship – both at school and in the community, and above average numbers of scholarship recipients; additionally the culture of the school tends to remain changed (Bartosh, 2004; Duffin et al, 2004). The American Institute of Research (2005) also found that students who participated in science and engineering competitions had increased self esteem and conflict resolution skills. The science projects that enter the Regional Science and Engineering Fair are aligned to the Sunshine State Standards and promotes student understanding of scientific research, mathematics, and engineering.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Grounded in full inquiry, project-based learning. • Aligned with standards-based instruction. • Fosters teamwork and cooperative learning. • Exposes students to university and industry experts in science, technology, engineering, and mathematics (STEM). • Engages students in hands-on, real-world STEM applications through projects and activities. • Incorporates an interdisciplinary approach to teaching and learning. • Requires students to explain verbally and in writing, engineering designs. • Incorporates critical thinking and problem-solving skills. 	
Program	Research-based Information
SECME	<p>SECME is a pre-college engineering program for grades K – 12 that is designed to prepare students to enter postsecondary studies in science, engineering, mathematics and technology areas. District 5-year data reports indicated that SECME students, on average, across ethnic subgroups outperform their peers on FCAT Norm and Criterion-referenced tests.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Grounded in full inquiry, project-based learning. • Aligned with standards-based instruction. • Fosters teamwork and cooperative learning. • Exposes students to university and industry experts in science, technology, engineering, and mathematics (STEM). • Engages students in hands-on, real-world STEM applications through projects and 	

activities.

- Incorporates an interdisciplinary approach to teaching and learning.
- Requires students to explain verbally and in writing, engineering designs.
- Incorporates critical thinking and problem-solving skills.

**Miami-Dade County Public Schools
Senior High School Science**

SENIOR	
Program	Research-based Information
ExploreLearning GIZMOS™	<p>There are several teaching strategies that positively impact student achievement: enhanced content, collaborative learning, questioning, inquiry, manipulating, testing, instructional technology, and enhanced materials (Texas Education Agency, 2005). Additionally, research has shown that by incorporating technology into instruction, it allows for students to work cooperatively and increases their motivation to learn (Pitler et al, 2007). ExploreLearning Gizmos incorporates many of these strategies along with Marzano’s nine categories of effective instructional strategies model for the classroom through their interactive, virtual simulations of science concepts that are aligned to the state standards.</p>
Instructional Strategies	
<ul style="list-style-type: none"> • Incorporates computer-based virtual simulations of science concepts that are not easily replicable in the classroom. • Incorporates inquiry-based virtual science experiments • Implements technology-enhanced instruction that uses online-virtual manipulatives. • Aligns with state standards. 	

Program	Research-based Information
Environmental Education Programs (Dream in Green, Fairchild Challenge, Urban Advantage Initiative, Biscayne Nature Center for Environmental Education)	<ul style="list-style-type: none"> • Research has shown that the positive effects of environmental education programs on youth are: increased academic performance, motivation to stay in school, increased citizenship – both at school and in the community, and above average numbers of scholarship recipients; additionally the culture of the school tends to remain changed (Bartosh, 2004; Duffin et al, 2004). The American Institute of Research (2005) also found that students who participated in outdoor programs had increased self esteem and conflict resolution skills. The M-DCPS environmental education programs are all aligned to the Sunshine State Standards and promotes student understanding of the environment through research projects and activities.

Instructional Strategies	
<ul style="list-style-type: none"> ● Incorporates an interdisciplinary approach to education through environmental projects and activities. ● Encourages teamwork and cooperative learning. ● Promotes civic responsibility among students, teachers and the community. ● Engages the whole school and community. ● Fosters creativity and critical thinking in students. 	

Program	Research-based Information
Regional Science and Engineering Fair	<p>Research has shown that the positive effects of science competitions and science fairs on youth are: increased academic performance, motivation to stay in school, increased citizenship – both at school and in the community, and above average numbers of scholarship recipients; additionally the culture of the school tends to remain changed (Bartosh, 2004; Duffin et al, 2004). The American Institute of Research (2005) also found that students who participated in science and engineering competitions had increased self esteem and conflict resolution skills. The science projects that enter the Regional Science and Engineering Fair are aligned to the Sunshine State Standards and promotes student understanding of scientific research, mathematics, and engineering.</p>

Instructional Strategies	
<ul style="list-style-type: none"> ● Grounded in full inquiry, project-based learning. ● Aligned with standards-based instruction. ● Fosters teamwork and cooperative learning. ● Exposes students to university and industry experts in science, technology, engineering, and mathematics (STEM). ● Engages students in hands-on, real-world STEM applications through projects and activities. ● Incorporates an interdisciplinary approach to teaching and learning. ● Requires students to explain verbally and in writing, engineering designs. ● Incorporates critical thinking and problem-solving skills. 	

Program	Research-based Information
SECME	SECME is a nationally affiliated pre-college engineering program for grades K – 12 that is designed to prepare students to enter postsecondary studies in science, engineering, mathematics and technology areas. District 5-year data reports indicated that SECME students, on average, across ethnic subgroups outperform their peers on FCAT Norm and Criterion-referenced tests.
Instructional Strategies	
<ul style="list-style-type: none"> ● Grounded in full inquiry, project-based learning. ● Aligned with standards-based instruction. ● Fosters teamwork and cooperative learning. ● Exposes students to university and industry experts in science, technology, engineering, and mathematics (STEM). ● Engages students in hands-on, real-world STEM applications through projects and activities. ● Incorporates an interdisciplinary approach to teaching and learning. ● Requires students to explain verbally and in writing, engineering designs. ● Incorporates critical thinking and problem-solving skills. 	

APPENDIX IX

**INSTRUCTIONAL TECHNOLOGY, INSTRUCTIONAL
MATERIALS AND
LIBRARY MEDIA SERVICES**

Location 9629 Instructional Technology, Instructional Materials and Library Media Services

Technology			
	Description of Resources	Funding Source	2010-2011 Yearly Costs
	Compass Learning Odyssey (Grades 6-8) Language Arts/Mathematics/Science	District	\$ 4.23 per student
	Edusoft/Examview (Grades K-12)	District	\$ 5.13 per student
	Explore Learning Gizmos (Grades 4-11) Mathematics/Science	District	\$ 2.61 per student
	Houghton Mifflin Harcourt Learning Destination Series (aka Riverdeep) Mathematics K-9 Reading K-8	District	\$ 5.00 per student
	iStation	School	\$ 50.00 per student
	Pearson Digital SuccessMaker (Grades 3-5) Reading/Language Arts, Mathematics, Science	District	\$ 9.14 per student (technical & curriculum support)
	Pearson Digital Waterford Early Learning Mathematics, Science	District	Cost included with SuccessMaker Cost
	Plato Learning (Grades 6-8) Mathematics, Language Arts, Science, and Social Studies	District	\$ 1.44 per student
	Reading Plus (Grades 6-12) Reading/Language Arts	District	Paid
	Voyager Ticket to Read (Grades K-5)	District	\$ 6.00 per student (included in cost of reading materials)
	Interactive Board – SMART (as noted on page 20 of the state template)	School	\$ 2,781.97 (mounted w/proj) <i>Additional Cost for Electrical</i>
	Interactive Board - Promethean (as noted on page 20 of the state template)	School	\$ 2,650.50 (mounted w/proj) <i>Additional Cost for Electrical</i>
Professional Development			
	Description of Resources	Funding Source	Available Amount
	Training available as detailed on the district <i>Professional Development Calendar and Registration System</i> , substitute coverage provided.	District	No cost to schools

Instructional Materials			
	Description of Resources	Funding Source	Available Amount
Math is being adopted K-12; no decision has been made as to products or publisher(s).			
Mathematics is up for adoption decision not made	Mathematics Consumables - Scott Foresman, Harcourt, Macmillan, Houghton Mifflin (Grades K-2)	District	\$ 24.94 per student
	Intensive Reading (FCAT Levels 1 & 2) - Voyager (Grades K-5)	District	\$49.50 per student
	Intensive Reading (FCAT Levels 1 & 2) Voyager, Sopris West (Grades 6-8)	District	\$43.99 per student
	Intensive Reading (FCAT Levels 1 & 2) - Glencoe, National Geographic Hampton Brown (Grades 9-12)	District	\$41.49 per student
Price is being negotiated	Reading Consumables - Houghton Mifflin (Grades K-1)	District	\$8.67 per student
	New Grades - Reading, Math, and Science - Various publishers (Grades K-5)	District	\$242.65 per student
	New Schools - Reading, Math, and Science - Various publishers (Grades K-5)	District	\$242.65 per student
	New Grades - Language Arts, Math, and Science - Various publishers (Grades 6-8)	District	\$255.12 per student
	New Schools - Language Arts, Math, and Science - Various publishers (Grades 6-8)	District	\$255.12 per student
	New Grades - Language Arts, Math, and Science - Various publishers (Grades 9-12)	District	\$347.16 per student
	New Schools - Language Arts, Math, and Science - Various publishers (Grades 9-12)	District	\$ 347.16 per student

District Technology Programs Implementation Guide

Program: SuccessMaker Grades 3-5

Licensure: Elementary students
(non-charter) grades 3-5

Language Arts/Reading:

- Suggested Usage:
 - Whole group instruction
 - Learning center within the 90-minute block: small group/differentiated instruction
 - Pull-out
 - Intervention
 - Computer lab
 - Before/after school
 - Saturday School
- Instruction:
 - Adaptive instruction for all reading components
 - Computer based
- Recommended time:
 - 15 minutes daily, 5 times per week
- Assessment:
 - Initial Placement Motion (IPM)
 - On going progress monitoring through adaptive/adjusted activities
 - Formative
 - Summative
- Reporting:
 - Individual student: “*Last Session Report*”
 - Individual/Classroom/School/District

Mathematics/Science:

- Suggested Usage:
 - Whole group instruction
 - Learning center: small group/differentiated instruction
 - Pull-out
 - Intervention
 - Computer lab
 - Before/after school
 - Saturday School
- Instruction:
 - Adaptive instruction for all mathematics components
 - Computer based
- Recommended time:
 - 15 minutes, 5 times per week
- Assessment:
 - Initial Placement Motion (IPM)
 - On going progress monitoring through adaptive/adjusted activities
 - Formative
 - Summative
- Reporting:
 - Individual student: “*Last Session Report*”
 - Individual/Classroom/School/District

District Technology Programs Implementation Guide

Program: Waterford Pre-K

Licensure:
Pre-K (non-charter)

Mathematics/Science:

- Suggested usage:
 - Whole group instruction
 - Learning center
 - Individualized instruction
 - Intervention
- Instruction:
 - Computer based (non-network)
 - Independent activity
 - Teacher-guidance for access
- Recommended time:
 - 15 minutes daily
- Assessment:
 - Formative
 - Stand-alone teacher station reporting

District Technology Programs Implementation Guide

Program: Gizmos Grades 4-11

Licensure:
Students grades 4-11

Mathematics/Science:

- Suggested usage:
 - Whole group instruction using a projector and interactive whiteboard
 - Small group instruction
 - Computer labs
 - Individualized
 - Before/after school program
 - Saturday School
 - *Links to Learning* supplemental activities aligned to student FCAT scores for parents and student; non-graded and different activities from those using during the school hours; learning paths based on their FCAT scores
- Instruction:
 - Web based
 - Independent and collaborative activities (making and testing conjectures, key variables, generate and test hypotheses, and engage in extensive “what-if” experimentation)
 - In-class or lab
- Recommended time:
 - Ready-made, inquiry based lessons
- Assessment:
 - Formative
 - Summative teacher generated

District Technology Programs Implementation Guide

Program: Compass Learning (Odyssey) Grades 6-8

Licensure: Middle school
(non-charter) grades 6-8

Language Arts/Reading:

- Suggested usage- not during the required reading instructional block (i.e. IR and IR+):
 - Teacher directed
 - Whole group instruction
 - Pullouts
 - *Links to Learning* supplemental activities aligned to student FCAT scores for parents and student; non-graded and different activities from those using during the school hours; learning paths based on their FCAT scores
 - Saturday school
 - After school tutoring
- Instruction:
 - Web based
- Recommended time:
 - 20-25 minutes daily or twice per week
- Assessment:
 - Formative
 - Summative
 - Online lessons
 - Customized test

Mathematics/Science:

- Suggested usage:
 - Teacher directed
 - Whole group instruction
 - Pullouts
 - Intensive math (intervention courses)
 - *Links to Learning* supplemental activities aligned to student FCAT scores for parents and student; non-graded and different activities from those using during the school hours; learning paths based on their FCAT scores
 - Saturday school
 - After school tutoring
- Instruction:
 - Web based
- Recommended time:
 - 20-25 minutes daily or twice per week
- Assessment:
 - Formative
 - Summative
 - Online lessons
 - Customized tests

District Technology Programs Implementation Guide

Program: Reading Plus Grades 3-12

Licensure:

Secondary grades 6-12

Language Arts/Reading:

- Suggested Usage:
 - Grades 3-5- Learning center within the 90-minute block: small group/differentiated instruction
 - Grades 3-12- Computer lab setting outside of the required reading block
 - Grades 3-12- Before/after school tutoring
 - Grades 3-12- Saturday School
 - Grades 11-12 Retakers- Supplemental resource to be used after the USA Today curriculum within the instructional reading block
 - *Links to Learning* supplemental activities aligned to student FCAT scores for parents and student; non-graded and different activities from those using during the school hours; learning paths based on their FCAT scores
- Instruction:
 - Web based
 - Adaptive instruction for all reading components
 - Independent activity, adjusting to the student instructional level
 - Computer based
- Recommended time:
 - Elementary 15-20 minutes daily, 5 times per week
 - Secondary three times per week for 45 minutes
- Assessment:
 - Formative
 - Summative
 - Online lessons
 - Customized tests

District Technology Programs Implementation Guide

Program: E2020 Grades 9-12 – Credit Recovery

Licensure: Selected (non-charter)
High Schools

Language Arts/Reading/Social Science:

- Suggested usage:
 - Credit recovery – online instruction for the required courses for English (English I, II, CPT Reading for Success-seniors only)
 - Whole group instruction
 - World History
 - Before/after school at school site (WAN)
 - Saturday school
- Instruction:
 - Web based
 - In-class or computer lab
 - Independent activities
 - Teacher of record must be certified in the subject area for awarded credit
- Recommended time:
 - Semester courses
 - One E2020 course per period daily
- Assessment:
 - Formative
 - Summative

Mathematics/Science:

- Suggested usage:
 - Credit recovery – online instruction for the required courses for mathematics in grades 9 (Algebra I) and 10 (Geometry), and for science in grades 9 (Earth/Space Science) and 10 (Biology), aligned to state and national standards**
 - Whole group instruction
 - Before/after school at school site (WAN)
 - Saturday school
- Instruction:
 - Web based
 - In-class or computer lab
 - Independent activities
 - Teacher of record must be certified in the subject area for awarded credit
- Recommended time:
 - Semester courses
 - One E2020 course per period daily
- Assessment:
 - Formative
 - Summative

District Technology Programs Implementation Guide

Program: Plato Grades 6-8 Course Recovery

Licensure:

Middle School (non-charter)

Language Arts/Social Sciences:

- Suggested usage:
 - Course recovery (ex. Language Arts 1, 2, and 3)
 - Schedule using specified course codes
 - Aligned to state and national standards
 - Tutorial
- Instruction:
 - During the school day
 - WAN
 - Before/ after school
- Recommended time:
 - Semester
- Assessment:
 - Formative
 - Summative

Mathematics/Science:

- Suggested usage:
 - Course recovery (ex. Mathematics, and Integrated Science)
 - Schedule using specified course codes
 - Aligned to state and national standards
 - Tutorial
- Instruction:
 - During the school day
 - Online at school site
 - Before/ after school
- Recommended time:
 - Semester
- Assessment:
 - Formative
 - Summative

District Technology Programs Implementation Guide

Program: TeenBiz3000 Grades 3-12 ELL Students

Licensure: Selected elementary, selected charter schools, all secondary schools

Language Arts:

- Suggested usage for English Language Learners(ELL):
 - Whole group instruction
 - Learning center
 - Individualized and differentiated instruction
 - Lexile aligned
 - Intervention
 - Before/after school
 - Saturday school
- Instruction:
 - Web based
 - Aligned to ELL textbook
- Recommended time:
 - 20 to 25 minutes, daily
- Assessment:
 - Formative
 - Summative

District Technology Programs Implementation Guide

Program: Edmark House Series Pre-K-2

Licensure: All students

Language Arts/ Reading: Bailey's Book House

Mathematics: Millie's Math House

Science: Sammy's Science House

Social Studies: Trudy's Time and Place

- Suggested Usage:
 - Whole Group instruction
 - Small Group instruction
 - Individualized
 - Before/after school tutoring
- Instruction:
 - Web based
- Recommended Time:
 - 5-10 minutes daily
- Assessment:
 - VPK standards assessment/learning objective assessment

District Technology Programs Implementation Guide

Program: Destination Products (Riverdeep) Grades K-10

Licensure: All students

Language Arts:
Destination Reading & (Destino Lectura K-1)

- Suggested Usage:
 - Whole Group instruction
 - Small Group instruction
 - Individualized
 - Computer Lab
 - Before/after school tutoring
 - Saturday school
 - After school hours/home usage
 - *Links to Learning* supplemental activities aligned to student FCAT scores for parents and student; non-graded and different activities from those using during the school hours; learning paths based on their FCAT scores
- Instruction:
 - Web based
 - Differentiated instruction
 - Data driven instruction
- Recommended Time:
 - Based on student need
- Assessment:
 - On going progress monitoring
 - Formative
 - Summative

Mathematics:
Destination Math & (Destino Matematicas)

- Suggested Usage:
 - Whole Group instruction
 - Small Group instruction
 - Individualized
 - Computer Lab
 - Before/after school tutoring
 - Saturday school
 - After school hours/home usage
 - *Links to Learning* supplemental activities aligned to student FCAT scores for parents and student; non-graded and different activities from those using during the school hours; learning paths based on their FCAT scores
 - Intensive Math Classes
 - Algebra Recovery
- Instruction:
 - Web based
 - Differentiated instruction
 - Data driven instruction
- Recommended Time:
 - Based on students' needs
- Assessment:
 - On going monitoring
 - Formative
 - Summative

APPENDIX X

ENGLISH AS A SECOND LANGUAGE

**Miami-Dade County Public School
School Improvement Plan Suggested Action Steps
Elementary Language Arts/Reading/ESOL**

Content Clusters	Action Steps
<p>Selected sample strategies below taken from: M-DCPS ESOL Strategies Matrix APPENDIX A-B: http://bilingual.dadeschools.net/BEWL/pdfs/ESOL_Strategies_Matrix.pdf</p>	
Cluster 1: Words and Phrases in Context	
LA.A.1.2.3 Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	C16 Focus on Key Vocabulary C22 Word Banks/Vocabulary Notebooks G1 Heritage Language/English Dictionary
Cluster 2: Main Idea, Plot, and Purpose	
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	B1 Brainstorming C1 Activate Prior Knowledge D10 Summarizing
LA.A.2.2.2 Identifies the author's purpose in a simple text. (Includes LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)	C6 Use Task Cards C42 Think/Pair/Share D7 Reading Response Journal/Log
LA.E.1.2.2 Understands the development of plot and how conflicts are resolved in a story.	B6 Role-play C36 Story Maps C55 Buddy/Partner Reading
Cluster 3: Comparisons and Cause/Effect	
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.	B9 Think Aloud C35 Venn Diagrams E7 Realia (concrete objects)/Manipulatives
LA.E.1.2.3 Knows the similarities and differences among the characters, settings, and events presented in various texts.	A5 Use Illustrations/Diagrams C8 Vary the complexity of assignment (Differentiated Instruction (DI)) E1 Audio Books
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)	A2 Modeling C30 Reciprocal Teaching D11 Writing Prompts
Cluster 4: Reference and Research	
LA.A.2.2.8 Selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts, and photos, to gather information for research projects. (Includes LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.)	B2 Cooperative Learning (Group Reports/Projects) C38 Reading for a Specific Purpose E8 Visuals (Charts/Pictures/Graphs)

**Miami-Dade County Public School
School Improvement Plan Suggested Resource and Support
Elementary Language Arts/Reading/ESOL**

Resources/Support	
Cluster 1: Words and Phrases in Context	
Houghton Mifflin- ELL Handbook	SAT-10 Question Task Cards
Houghton Mifflin- Extra Support Handbook	3-5 Task Cards
Houghton Mifflin- Language Support Leveled Reader & Kit	Elementary FCAT Vocabulary
Houghton Mifflin- Audio/CDs	School Site Data Chats
Houghton Mifflin- Phonics Library	Tutoring- before, during & after school
Houghton Mifflin- Classroom Management Kit	Saturday Academy
Houghton Mifflin- Vocabulary Readers Kit	Santa Maria Bonita School District
Houghton Mifflin- Classroom Ready Made Manipulative Kit	(www.smbds.org)
MDCPS CRRP Companion	Florida Center for Reading Research
Words Their Way	(www.fcrr.org)
Elements of Reading	Houghton Mifflin (eduplace.com)
Cluster 2: Main Idea, Plot, and Purpose	
Houghton Mifflin- ELL Handbook	SAT-10 Question Task Cards
Houghton Mifflin- Extra Support Handbook	3-5 Task Cards
Houghton Mifflin- Language Support Leveled Reader & Kit	School Site Data Chats
Houghton Mifflin- Audio/CDs	Tutoring- before, during & after school
Houghton Mifflin- Classroom Management Kit	Saturday Academy
Houghton Mifflin- Vocabulary Readers Kit	Santa Maria Bonita School District
Houghton Mifflin- Classroom Ready Made Manipulative Kit	(www.smbds.org)
MDCPS CRRP Companion (K-2, 3-5)	Florida Center for Reading Research
Accelerated Reader	(www.fcrr.org)
	Houghton Mifflin (eduplace.com)
Cluster 3: Comparisons and Cause/Effect	
Houghton Mifflin- ELL Handbook	SAT-10 Question Task Cards
Houghton Mifflin- Extra Support Handbook	3-5 Task Cards
Houghton Mifflin- Language Support Leveled Reader & Kit	School Site Data Chats
Houghton Mifflin- Audio/CDs	Tutoring- before, during & after school
Houghton Mifflin- Classroom Management Kit	Saturday Academy
Houghton Mifflin- Vocabulary Readers Kit	Santa Maria Bonita School District
Houghton Mifflin- Classroom Ready Made Manipulative Kit	(www.smbds.org)
MDCPS CRRP Companion (K-2, 3-5)	Florida Center for Reading Research
	(www.fcrr.org)
Cluster 4: Reference and Research	
Heritage Dictionary	National Geographic
Time for Kids	(nationalgeographic.com)
Magazines & Newspapers	Santa Maria Bonita School District
School Site Data Chats	(www.smbds.org)
Tutoring- before, during & after school	Houghton Mifflin (eduplace.com)
Saturday Academy	

Technology (if available):

FCAT Explorer, Success Maker, Brainchild, ACHIEVE 3000-KidBiz, ELLIS Kids, Compass Learning

**Miami-Dade County Public School
School Improvement Plan Suggested Action Steps
Secondary Language Arts/Reading/ESOL**

Cluster 1: Words and Phrases in Context	Action Steps http://bilingual.dadeschools.net/BEWL/pdfs/ESOL_Strategies_Matrix.pdf
LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	C16 Focus on Key Vocabulary C17 Vocabulary with Context Clues C18 Vocabulary Improvement Strategy (VIS) C19 Use Multiple Meaning Words C20 Interactive Word Walls C21 Use of Cognates C22 Word Banks/Vocabulary Notebooks
Cluster 2: Main Idea, Plot and Purpose	Action Steps
LA.A.2.3.1 Determines the main idea or essential message in a text and identifies the relevant details and facts and patterns of organization	A6 Use Simple, Direct Language C25 Graphic Organizers C26 Semantic Mapping E8 Visuals (Charts/Pictures/Graphs)
LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning	B8 Teacher/Student/Modeling B9 Think Aloud C15 Explain Key Concepts
LA.E. 2.3.1 Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line	C1 Activate Prior Knowledge C14 Chunking C36 Story Maps
Cluster 3: Comparisons and Cause/Effect	Action Steps
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text	C30 Reciprocal Teaching C31 Context Clues C35 Venn Diagrams
LA.E.2.2.1 Recognizes cause-and effect relationships in literary texts [Applies to fiction, poetry, and drama.]	C52 Note Taking/ Outline Notes C53 Survey/Question/Read/Recite/Review C5 Question-Answer-Relationship (QAR) C6 Use Task Cards
Cluster 4: Reference and Research	Action Steps
LA.A.2.3.5 Locates organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real world task.	B2 Cooperative Learning (Group Reports/Projects) C38 Reading for a Specific Purpose C34 Captioning
LA.A.2.3.8 Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.	D3 Illustrating and Labeling A5 Use Illustrations and Diagrams C23 Timelines

**Miami-Dade County Public School
School Improvement Plan Suggested Resources and Support
Secondary Language Arts/Reading/ESOL**

Resources/Support	
Cluster 1: Words and Phrases in Context	
<p style="text-align: center;"><u>Middle School</u></p> <p>Inside Practice Book Inside Grammar Language Transparencies Inside Writing Transparencies Inside Language & Selection CDs (T.E.) Inside Phonics Kit Inside Classroom Libraries Folktales & CDs Inside Assessment Handbook MDCPS CRRP Companion (3-5) Middle Question Task Cards School Site Data Chats Saturday Academy Florida Center for Reading Research (www.fcrr.org)</p>	<p style="text-align: center;"><u>High School</u></p> <p>Edge Practice Book Edge Language & Grammar Lab Edge Reading & Writing Transparencies Edge Audio CDs Edge Novels Real Deal Libraries MDCPS CRRP Companion (3-5) High School Question Task Cards School Site Data Chats Saturday Academy Florida Center for Reading Research (www.fcrr.org)</p>
Cluster 2: Main Idea, Plot, and Purpose	
<p style="text-align: center;"><u>Middle School</u></p> <p>Inside Practice Book Inside Grammar Language Transparencies Inside Writing Transparencies Inside Language & Selection CDs (T.E.) Inside Phonics Kit Inside Classroom Libraries Folktales & CDs Inside Assessment Handbook MDCPS CRRP Companion (3-5) Middle Question Task Cards School Site Data Chats Saturday Academy Florida Center for Reading Research (www.fcrr.org)</p>	<p style="text-align: center;"><u>High School</u></p> <p>Edge Practice Book Edge Language & Grammar Lab Edge Reading & Writing Transparencies Edge Audio CDs Edge Novels Real Deal Libraries MDCPS CRRP Companion (3-5) High School Question Task Cards School Site Data Chats Saturday Academy Florida Center for Reading Research (www.fcrr.org)</p>
Cluster 3: Comparisons and Cause/Effect	
<p style="text-align: center;"><u>Middle School</u></p> <p>Inside Practice Book Inside Grammar Language Transparencies Inside Writing Transparencies Inside Language & Selection CDs (T.E.) Inside Phonics Kit Inside Classroom Libraries Folktales & CDs Inside Assessment Handbook MDCPS CRRP Companion (3-5) Middle Question Task Cards School Site Data Chats Saturday Academy Florida Center for Reading Research (www.fcrr.org)</p>	<p style="text-align: center;"><u>High School</u></p> <p>Edge Practice Book Edge Language & Grammar Lab Edge Reading & Writing Transparencies Edge Audio CDs Edge Novels Real Deal Libraries MDCPS CRRP Companion (3-5) High School Question Task Cards School Site Data Chats Saturday Academy Florida Center for Reading Research (www.fcrr.org)</p>
Cluster 4: Reference and Research	
<p style="text-align: center;"><u>Middle School</u></p> <p>National Geographic (nationalgeographic.com) Magazines & Newspapers School Site Data Chats Saturday Academy</p>	<p style="text-align: center;"><u>High School</u></p> <p>National Geographic (nationalgeographic.com) Magazines & Newspapers School Site Data Chats Saturday Academy</p>

Technology (if available):

FCAT Explorer, Riverdeep, Success Maker, Brainchild, ACHIEVE 3000-TeenBiz, ELLIS, Compass Learning