

K-12 Literacy & Social Studies Department

Standard 10: The Goal is for students to read and comprehend complex text at their grade level independently and proficiently.

The Strands in the Language Arts Florida Standards

- Reading Standards Foundational Skills (K-5)
 - Language Standards
 - Writing Standards (Rubric)
 - Standards for Speaking and Listening (Rubric)
 - Reading Standards Informational Text
 - Reading Standards for Literary text
- Clusters: Key Ideas and Details/Craft and Structure/Integration of Ideas**

Florida ELA Content Assessed Standards

- [Grade 3: 33 Standards](#)
- [Grade 4-5: 43 Standards](#)
- [Grade 6-11: 39 Standards](#)

The Shifts in Instruction align to CCR-Sessions

1. [Increase Reading of Informational Text](#)
2. Literacy Instruction in Content Areas (E) (S)
3. Reading: Text-based Answers (E) (S)
4. Grade Level Text Complexity (E) (S)
5. Writing: Evidence-based & from Sources (E) (S)
6. [Academic Vocabulary](#)

Look-Fors in the Classroom

- Use of Depth of Knowledge (DOK) levels from the Florida Standards to drive instruction and get students to think critically
- Regular practice with low, medium, and high complex texts and their [academic vocabulary](#)
- Reading, writing, and speaking [grounded in evidence from texts](#)
- Allow time for students to think and engage in “[accountable talk](#)”
- Building knowledge through content-rich nonfiction
- [Text-Based Writing](#) based on Opinion and Informational stimulus
- Use technology and digital media strategically and capably

Literacy Department-Instructional Support and Guidance

- Focused Units of Study, Formative Assessments, C.A.R.E. packages, Writing Instruction.

K-12 Literacy & Social Studies Department

SAMPLE READING STANDARDS FOR INFORMATIONAL TEXT

Importance of Vertical Planning/Spiral Standards

Cluster: Craft and Structure

Anchor Standards #6: Assess how point of view or purpose shapes the content and style of a text. (Cognitive demands Levels increases at each grade level)

Grade K

- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Grade 1

- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Grade 2

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Grade 3

- Distinguish their own point of view from that of the author of a text.

Grade 4

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

Grade 5

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

Grade 6

- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Grade 7

- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Grade 8

- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Grade 9-10

- Determine an author's point of view or purpose in a text and in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Grade 11-12

- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.