

# Next Generation Sunshine State Standards Literacy Initiative

**Florida State University  
Florida Center for Reading Research  
Panhandle Area Education Consortium  
Florida Department of Education**



[DOE Home](#)

## Bureau of Curriculum & Instruction

Google™ Custom Search

Search

Site Index



Go

DOE Home

Printer Friendly

Bureau of Curriculum & Instruction Home

Bureau Directory

Course Code Directory

Course Descriptions

Curriculum

Data & Statistics

Gifted Education

Graduation Requirements

Healthy Schools

High School Major Area of Interest

Instructional Materials

## Florida Teacher Quality Grants Program

- [Request for Proposal, Florida Teacher Quality Grants Program](#) (PDF, 272KB)
- Florida Teacher Quality Grants Program TAPS number: 09A111
- Required Forms:
  - [Project Application Single \(DOE100A\)](#) (Word, 74KB)
  - [Budget Narrative Form \(DOE101\)](#) (Word, 69KB)
  - [Budget Narrative Form \(DOE101\)](#) (Excel, 106KB)
- Frequently Asked Questions - FAQ period is now closed.
  - [FAQ's as of March 18, 2009](#) (PDF, 82KB)
  - [FAQ's as of March 27, 2009](#) (PDF, 28KB)
  - [FAQ's as of April 3, 2009](#) (PDF, 15KB)
  - [FAQ's as of April 10, 2009](#) (PDF, 200KB)
  - [FAQ's as of April 20, 2009](#) (PDF, 155KB)

# Teacher Quality Grant Recipients

## Math and Science Focus

- **Broward County School District**
  - Barry, Broward University, FL Atlantic, NOVA
- **University of West Florida**
  - Escambia, Okaloosa, Santa Rosa

## Fine Arts Focus

- **University of Tampa**
  - Pinellas, Hillsborough, Pasco, Sarasota, Charlotte, Desoto, Hardee, Hendry, Highlands, Levy, Dixie, Hamilton, Lafayette, Putnam, Suwannee

# Teacher Quality Grant Recipients

## Language Arts & Social Studies Focus

- **Florida State University**
  - PAEC & Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Madison, Okaloosa, Taylor, Wakulla, and Washington
- **Hillsborough County School District**
  - Pasco, USF
- **Escambia County School District**
  - University of West Florida

# Teacher Quality Grant Recipients

## Social Studies Focus

- University of Central Florida
  - UF, USF, Volusia, Orange, Hillsborough, Pinellas

## English Language Learners, ESE

- Jacksonville University
  - Miami Dade, Duval, St. Johns, Lake

# Timeframe

- Cycle 1: July 6-September 30, 2009
- Cycle 2: Sept 1, 2009-June 30, 2010
- Cycle 3: July 1, 2010-June 30, 2011

# Partners

## FCRR

- Barbara Foorman
- Jane Meadows
- Yaacov Petscher

## PAEC

- Sharon Mitchell

## College of Arts and Sciences

- Jonathan Grant (history)
- Kathleen Yancey (English)
- Michael Neal (English)
- Bruce Boehrer (English)
- Anne Coldiron (English)

## College of Education

- Jeanne Wanzek
- Angie Davis

## College of Social Sciences

- Joseph Calhoun (economics)

# Project Purpose

- To provide high quality professional development in the Next Generation Sunshine State Standards (NG SSS) to improve teachers' content knowledge and teaching skills.
- <http://www.floridastandards.org/Standards/FLStandardSearch.aspx>



# Project Goals

- **Goal 1:** To Increase secondary teachers' knowledge of discipline-specific **content** and **literacy practices** to enable all students, including those who struggle, to access content of the NG SSS.
- **Goal 2:** To develop a teacher inservice model for improving a) teachers' content knowledge and b) pedagogical skills in literacy that is **sustainable** within the school districts written into this proposal and **portable** to other districts in Florida.

# NAEP 2009 Reading Framework

## Characteristics of text difficulty:

- Vocabulary reported out separately
- Subscales for literary & informational text
- Grade-level standards for text type

# 2009 NAEP Framework

## Literary Text

- Fiction
- Literary Nonfiction
- Poetry

## Informational Text

- Exposition
- Argumentation and Persuasive Text
- Procedural Text and Documents

## Cognitive Targets Distinguished by Text Type

Locate/Recall

Integrate/Interpret

Critique/Evaluate

## Achievement Levels for Grade 8 NAEP Reading

Achievement Level	Literary	Informational
<b>Advanced</b>	<p>G8 students at the <i>Advanced</i> level should be able to:</p> <ul style="list-style-type: none"> <li>• Make complex inferences</li> <li>• Critique point of view</li> <li>• Evaluate character motivation</li> <li>• Describe thematic connections across literary texts.</li> <li>• Evaluate how an author uses literacy devices to convey meaning</li> </ul>	<p>G8 students at <i>Advanced</i> level should be able to:</p> <ul style="list-style-type: none"> <li>• Make complex inferences</li> <li>• Evaluate author's purpose</li> <li>• Evaluate strength &amp; quality of supporting evidence</li> <li>• Compare and contrast ideas across texts</li> <li>• Critique causal relations</li> </ul>
		12

## Achievement Levels for Grade 8 NAEP Reading

Achievement Level	Literary Text	Informational Text
<b>Proficient</b>	<p>G8 students at the <i>Proficient</i> level should be able to:</p> <ul style="list-style-type: none"><li>• Make inferences that describe problem &amp; solution, cause, and effect</li><li>• Analyze character motivation</li><li>• Interpret mood or tone</li><li>• Explain theme</li><li>• Identify similarities across texts</li><li>• Analyze how an author uses literary devices to convey meaning</li><li>• Interpret figurative language</li></ul>	<p>G8 students at <i>Proficient</i> level should be able to:</p> <ul style="list-style-type: none"><li>• Summarize major ideas</li><li>• Draw conclusions</li><li>• Provide evidence in support of an argument</li><li>• Describe author's purpose</li><li>• Analyze &amp; interpret implicit causal relations</li></ul>

## Achievement Levels for Grade 8 NAEP Reading

Achievement Level	Literary Text	Informational Text
<b>Basic</b>	<p>G8 students at the <i>Basic</i> level should be able to:</p> <ul style="list-style-type: none"><li>• Interpret textually explicit information</li><li>• Make inferences</li><li>• Identify supporting details</li><li>• Identify character's motivation</li><li>• Describe the problem</li><li>• Identify mood</li></ul>	<p>G8 students at the <i>Basic</i> level should be able to:</p> <ul style="list-style-type: none"><li>• Locate the main idea</li><li>• Distinguish between fact and opinion</li><li>• Make inferences</li><li>• Identify author's explicitly stated purpose</li><li>• Recognize explicit causal relations</li></ul>

# 2009 NAEP Framework

	English	Mathematics	History	Science
text type	literary	informational or technical, symbolic, diagrams	expository, argumentative, persuasive	Informational or technical, diagrams
text structure	plot, setting, characterization, point of view, verse, rhyme	sequence, cause and effect, problem and solution, supporting ideas and evidence, graphical features	sequence, cause and effect, problem and solution, author's perspective supporting ideas and evidence, contrasting viewpoints, graphical features	sequence, cause and effect, problem and solution, supporting ideas and evidence, graphical features
author's craft	diction, dialogue, symbolism, imagery, irony, figurative language	rhetorical structure, examples, logical arguments	figurative language, rhetorical structure, examples, emotional appeal	rhetorical structure, examples, logical arguments

# FCAT Test Design

- Cognitive Complexity (Webb's Depth of Knowledge)
- Content Categories for Reading
  - Words & phrases in context
  - Main idea, plot, & author's purpose
  - Comparison; cause/effect
  - Reference & Research (locate, organize, interpret, synthesize, & evaluate information)



# How can we improve academic literacy instruction for students?

This publication was developed to help answer this question.

Torgesen, J.K., Houston, D.D., Rissman, L.M., Decker, S.M., Roberts, G., Vaughn, S., Wexler, J., Francis, D.J., Rivera, M.O., Lesaux, N. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.



**ACADEMIC LITERACY INSTRUCTION  
FOR ADOLESCENTS**

*A Guidance Document from the Center on Instruction*



[www.centeroninstruction.org](http://www.centeroninstruction.org)

# Academic Literacy Instruction Recommendations

1. Provide explicit instruction and supportive practice in the use of effective comprehension strategies throughout the school day.
  - Langer's 2001 study noted that effective teachers were much more likely to explicitly teach students strategies for accomplishing reading and writing tasks than were less effective teachers.
  - In Alfassi's 2004 study, high school students benefited from using strategies to improve inferencing from text and integrating text information with preexisting knowledge.

# Recommendations cont....

2. Increase the amount and quality of open, sustained discussion of reading content.
  - Murphy & Edwards' 2005 study concluded that having students engage in critical analysis of text or discussion of specific questions about text had the most consistently positive effect on reading comprehension.
  - Fall, Webb & Chudowsky's 2000 study showed that even a small amount of collaborative discussion can improve students' reading comprehension.

# Recommendations cont....

3. Teach essential content knowledge so that all students master critical concepts.
  - Bulgren, Lenz, Schumaker, Deshler & Marquis' study in 2002 showed that strategies utilizing a Concept Comparison Routine resulted in improved student performance.
  - They also concluded that “when an instructional innovation is well defined and teachers are provided with explicit instruction and concrete examples for using it, their implementation of the innovation is likely to be successful”.

# Additional Recommendations

4. Set and maintain high standards for text, conversation, questions, and vocabulary.
5. Increase students' motivation and engagement with reading.

# CCSSO Toolkit Overview

For Teachers:

- Literacy Self-Assessment Rubric
- Content Area Literacy Guide
- Lesson Plans and Narratives
- Content Expert Literacy Q & A



# Purpose of the CCSSO Toolkit

- To help teachers **understand** the value of integrating literacy best practices and instructional strategies into content area instruction.
- To provide teachers with useful resources to help them **integrate** literacy best practices and instructional strategies into content area instruction.
- To provide **resources to states** for professional development in literacy at the state level.



IN THIS SECTION

- ▀ Secondary School Redesign
  - ▀ **Adolescent Literacy Toolkit**
    - ▀ About the Toolkit
    - ▀ Resources for States and Districts
      - ▀ Adolescent Literacy Resources
      - ▀ Adolescent Literacy Toolkit PowerPoint: An Overview
      - ▀ Professional Development Module
    - ▀ Resources for Teachers
      - ▀ Content Area Lesson Rubric
      - ▀ Content Area Literacy Guide
      - ▀ Lesson Plans and Narratives
      - ▀ Literacy Q&A
      - ▀ Literacy Self-Assessment Rubric
  - ▀ CCSSO Resources
  - ▀ External Resources
  - ▀ Policy Reports and Briefs
  - ▀ Research and Data
  - ▀ State Reports

PRINT THIS PAGE

STATE EDUCATION AGENCIES

-- select --

see all projects

# Adolescent Literacy Toolkit

## Toolkit Overview

CCSSO's Adolescent Literacy Toolkit was developed by the Council and multiple partners in response to a state-identified need to develop the skills, knowledge, and resources of content-area high school teachers to implement adolescent literacy best practices and strategies in their classrooms.

The toolkit includes resources for both states and teachers and has the following purposes:

- To help teachers understand the value of integrating literacy best practices and instructional strategies into content-area instruction.
- To provide teachers with useful resources to help them integrate literacy best practices and instructional strategies into content-area instruction.
- To provide resources to states for literacy professional development conducted at the state level.

Use the left navigation to access the various toolkit components. Use the right navigation to access some of the toolkit components by subject area.



English Language Arts



Mathematics



Science



Social Studies

[http://www.ccsso.org/projects/secondary\\_school\\_redesign/Adolescent\\_Literacy\\_Toolkit/](http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/)

# Think & Share

**Please think about the following**

1. What do you think content area teachers need in order to better support students' literacy development?
2. What do you think schools and states need in order to better support teachers in this area?

**After thinking about each of the above questions, share your thoughts with a neighbor.**

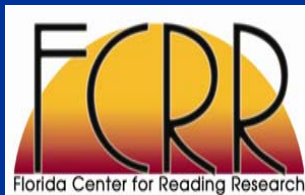
# 2010 Summer Inservice Institutes

2010 institutes are tentatively planned for:

June 14-17 and June 21-24

Priority given to secondary social studies and language arts teachers these districts:

Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Madison, Okaloosa, Taylor, Wakulla, and Washington



# Thank you!

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