





## READS Summary – Explore characteristics, history, and awards of creative works

Explore -	2.1 Identify and critically analyze literary and media themes and genres.									
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
The student will:										
K.2.1.1 Identify basic characteristics of literary and media genres (e.g., nursery rhymes, fairy tales).	1.2.1.1 Identify basic characteristics of literary and media genres (e.g., nursery rhymes, fairy tales).	2.2.1.1 Identify basic characteristics of literary and media genres (e.g., folktales, pourquoi stories, fables).	3.2.1.1 Identify basic characteristics of literary and media genres (e.g., folktales, fables, poetry).	4.2.1.1 Identify distinguishing characteristics of literary and media genres (e.g., historical fiction, adventure).	5.2.1.1 Compare and contrast literary and media genres (e.g., historical fiction, fantasy, short stories).	6.2.1.1 Compare and contrast literary and media genres (e.g., historical fiction, fantasy, short stories).	7.2.1.1 Compare and contrast literary and media genres (e.g., adventure, mystery, documentary).	8.2.1.1 Analyze literary and media genres (e.g., poetry, drama, biographies, documentary).	910.2.1.1 Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).	1112.2.1.1 Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).
LA.K.2.1.1	LA.1.2.1.1	LA.2.2.1.1	LA.3.2.1.1	LA.4.2.1.1	LA.5.2.1.1	LA.6.2.1.1	LA.7.2.1.1	LA.8.2.1.1	LA.910.2.1.1	LA.1112.2.1.1
AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4
K.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., happiness, friendship).	1.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., happiness, friendship).	2.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., honesty, love).	3.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., beauty, truth).	4.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., friendship, courage, loyalty).	5.2.1.2 Identify and explain literary themes in print, nonprint, and digital resources (e.g., friendship, courage, loyalty).	6.2.1.2 Explain and compare literary themes in print, nonprint, and digital resources (e.g., good v. evil, man v. nature).	7.2.1.2 Explain and compare literary themes in print, nonprint, and digital resources (e.g., good v. evil, man v. nature).	8.2.1.2 Explain and compare literary themes and symbols in print, nonprint, and digital resources (e.g., ability of human spirit to rise above grief and loss).	910.2.1.2 Analyze universal themes and symbols in print, nonprint, and digital resources (e.g., transforming quality of culture).	1112.2.1.2 Analyze universal themes and symbols in print, nonprint, and digital resources (e.g., modern alienation from the natural world).
NA	NA	LA.2.1.7.6 LA.2.2.1.4	LA.3.1.7.6 LA.3.2.1.4	LA.4.1.7.6 LA.4.2.1.4	LA.5.1.7.6 LA.5.2.1.4	LA.6.1.7.6 LA.6.2.1.4	LA.7.1.7.6 LA.7.2.1.4	LA.8.1.7.6 LA.8.2.1.4 LA.8.2.1.6	LA.910.1.7.6 LA.910.2.1.4	LA.1112.1.7.6 LA.1112.2.1.4
AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4	AASL 4.2.4
<b>2.2 Recognize that social, cultural, political and historical events influence ideas and information.</b>										
K.2.2.1 Identify historically and culturally significant works in various formats (e.g., Mother Goose rhymes, cumulative tales).	1.2.2.1 Identify and select historically and culturally significant works in various formats (e.g., Mother Goose rhymes, talking animal tales).	2.2.2.1 Identify and select historically and culturally significant works in various formats (e.g., trickster stories, African American tales).	3.2.2.1 Identify historically and culturally significant works in various formats (e.g., Haiku poetry, Aesop's fables, Andersen's fairy tales).	4.2.2.1 Identify historically and culturally significant works in various formats (e.g., Haiku poetry, American tall tales).	5.2.2.1 Identify historically and culturally significant works in various formats (e.g., limericks, Native American tales).	6.2.2.1 Identify and compare historically and culturally significant works in various formats (e.g., Greek or Roman mythology).	7.2.2.1 Identify and compare historically and culturally significant works in various formats (e.g., political cartoons, African American handmade quilts).	8.2.2.1 Identify and compare historically and culturally significant works in various formats (e.g., Hispanic poetry, situation comedies).	910.2.2.1 Analyze and compare a variety of historically and culturally significant works in various formats (e.g., Impressionistic paintings, Shakespeare's plays and sonnets).	1112.2.2.1 Analyze and compare a variety of historically and culturally significant works in various formats (e.g., films noir, Greek plays).
LA.K.2.1.5	LA.1.2.1.5	LA.2.2.1.5	LA.3.2.1.5	LA.4.2.1.5 LA.4.2.1.8	LA.5.2.1.5 LA.5.2.1.8	LA.8.2.1.8 LA.6.2.1.9	LA.8.2.1.8 LA.7.2.1.9	LA.8.2.1.8 LA.8.2.1.9	LA.910.2.1.8 LA.910.2.1.9	LA.1112.2.1.8 LA.1112.2.1.9
AASL 3.3.2	AASL 3.3.2	AASL 3.3.2	AASL 3.3.2	AASL 3.3.2	AASL 3.3.2	AASL 3.3.2	AASL 3.3.2	AASL 3.3.2	AASL 3.3.2	AASL 3.3.2

AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4	AASL 4.2.3 AASL 4.4.4
K.2.2.2 Explore cultures through literature and other creative works.	1.2.2.2 Explore cultures through literature and other creative works.	2.2.2.2 Explores cultures through literature and other creative works.	3.2.2.2 Expands knowledge of other cultures through creative and literary works.	4.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	5.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	6.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	7.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	8.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	910.2.2.2 Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.	1112.2.2.2 Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.
LA.K.2.1.2	LA.1.2.1.2	LA.2.2.1.2	LA.3.2.1.2	LA.4.2.1.2	LA.5.2.1.2	LA.6.2.1.2	LA.7.2.1.2	LA.8.2.1.2	LA.910.2.1.2	LA.1112.2.1.2
AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
<b>2.3 Appreciate literary and artistic excellence.</b>										
K.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Caldecott Medal winners).	1.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Caldecott Medal winners).	2.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Florida Reading Association Awards).	3.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Jane Addams Book Award winners).	4.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Hans Christian Andersen Award winners).	5.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Newbery Medal winners).	6.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Sunshine State Young Reader's Award winners).	7.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Edgar Allan Poe Award winners).	8.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Laura Ingalls Wilder Award winners).	910.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pura Belpré Award winners).	1112.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pulitzer Prize winners).
LA.K.2.1.2	LA.1.2.1.2	LA.2.2.1.2	LA.3.2.1.2	LA.4.2.1.2	LA.5.2.1.2	LA.6.2.1.2	LA.7.2.1.2	LA.8.2.1.2	LA.910.2.1.2	LA.1112.2.1.2
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		2.2.3.2 Begin to identify the concept of intellectual freedom.	3.2.3.2 Begin to identify the concept of intellectual freedom.	4.2.3.2 Begin to identify the concept of intellectual freedom.	5.2.3.2 Identify the concept of intellectual freedom.	6.2.3.2 Identify the concept of intellectual freedom.	7.2.3.2 Acknowledge the importance of intellectual freedom.	8.2.3.2 Acknowledge the importance of intellectual freedom.	910.2.3.2 Demonstrate a knowledge of and respect for the concept of intellectual freedom.	1112.2.3.2 Demonstrate a knowledge of and respect for the concept of intellectual freedom.
		LA.2.6.2.4 LA.2.6.3.1 LA.2.6.3.2	LA.3.6.2.4 LA.3.6.3.1 LA.3.6.3.2	LA.4.6.2.4 LA.4.6.3.1 LA.4.6.3.2	LA.5.6.2.4 LA.5.6.3.1 LA.5.6.3.2	LA.6.6.2.4 LA.6.6.3.1 LA.6.6.3.2	LA.7.6.2.4 LA.7.6.3.1 LA.7.6.3.2	LA.8.6.2.4 LA.8.6.3.1 LA.8.6.3.2	LA.910.6.2.4 LA.910.6.3.1 LA.910.6.3.2	LA.1112.6.2.4 LA.1112.6.3.1 LA.1112.6.3.2
		AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1

# READS Summary

## Analyze structure and aesthetic features of creative works

Analyze –	3.1 Identify and analyze a creator’s purpose and style.									
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/Twelfth
The student will:										
K.3.1.1 Identify an author’s or illustrator’s purpose and make predictions about the text.	1.3.1.1 Identify an author’s or illustrator’s purpose and make predictions about the text.	2.3.1.1 Identify an author’s or illustrator’s purpose and make predictions about the text.	3.3.1.1 Identify an author’s or illustrator’s purpose and make predictions about the work.	4.3.1.1 Identify an author’s or illustrator’s purpose and make predictions and inferences about the work.	5.3.1.1 Use prior knowledge to identify an author’s or illustrator’s purpose and make predictions and inferences about the work.	6.3.1.1 Use prior knowledge to determine purpose and to make complex predictions and inferences about the work.	7.3.1.1 Use prior knowledge to determine purpose and to make complex predictions and inferences about the work.	8.3.1.1 Use prior and background knowledge to determine purpose and to make complex predictions and inferences about the work.	910.3.1.1 Use prior and background knowledge to determine purpose and to make complex predictions and inferences about the work.	1112.3.1.1 Use prior and background knowledge to determine purpose and to make complex predictions and inferences about the work.
LA.K.1.7.1 LA.K.1.7.4	LA.1.1.7.1 LA.1.1.7.8	LA.2.1.7.1 LA.2.1.7.2	LA.3.1.7.1 LA.3.1.7.2	LA.4.1.7.2	LA.5.1.7.1 LA.5.1.7.2	LA.6.1.7.1 LA.6.1.7.2	LA.7.1.7.1 LA.7.1.7.2	LA.8.1.7.1 LA.8.1.7.2	LA. 910.1.7.1 LA. 910.1.7.2	LA. 1112.1.7.1 LA. 1112.1.7.2
AASL 4.3.2	AASL 4.3.2	AASL 4.3.2	AASL 4.3.2	AASL 4.3.2	AASL 4.3.2	AASL 4.3.2	AASL 4.3.2	AASL 4.3.2	AASL 4.3.2	AASL 4.3.2
K.3.1.2 Identify an author’s or illustrator’s style (e.g., use of rhymes, descriptive language).	1.3.1.2 Identify an author’s or illustrator’s style (e.g., use of rhymes, descriptive language).	2.3.1.2 Identify an author’s or illustrator’s style (e.g., use of rhymes, descriptive language, medium).	3.3.1.2 Identify an author’s or illustrator’s style (e.g., use of rhymes, descriptive language, medium).	4.3.1.2 Identify an author’s or illustrator’s style (e.g., use of descriptive language, medium).	5.3.1.2 Identify an author’s or illustrator’s style (e.g., use of descriptive language, medium).	6.3.1.2 Identify an author’s or illustrator’s style (e.g., use of descriptive language, medium).	7.3.1.2 Identify an author’s or illustrator’s style (e.g., use of descriptive language, medium).	8.3.1.2 Identify an author’s or illustrator’s style (e.g., use of descriptive language, medium).	910.3.1.2 Identify an author’s or illustrator’s style (e.g., use of descriptive language, medium).	1112.3.1.2 Identify an author’s or illustrator’s style (e.g., use of descriptive language, medium).
LA.K.2.1.3	LA.1.2.1.4	LA.2.2.1.3 LA.2.2.1.7	LA.3.2.1.3 LA.3.2.1.7	LA.4.2.1.3 LA.4.2.1.7	LA.5.2.1.3 LA.5.2.1.7	LA.6.2.1.3 LA.6.2.1.7 LA.6.2.1.8	LA.7.2.1.3 LA.7.2.1.7 LA.7.2.1.9	LA.8.2.1.3 LA.8.2.1.7 LA.8.2.1.9	LA. 910.2.1.3 LA. 910.2.1.7 LA. 910.2.1.9	LA. 1112.2.1.3 LA. 1112.2.1.7 LA. 1112.2.1.9
AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3
<b>3.2 Understand the literary techniques and complexities of a work.</b>										
K.3.2.1 Identify main idea and supporting details of a work (e.g., who, what, where, when, how) and arrange events in sequence.	1.3.2.1 Identify main idea and supporting details of a work (e.g., who, what, where, when, how) and arrange events in sequence.	2.3.2.1 Summarize main idea and supporting details of a work (e.g., who, what, where, when, how) and arrange events in sequence.	3.3.2.1 Determine main idea, supporting details, and inferred message of a work and arrange events in chronological order.	4.3.2.1 Determine main idea, supporting details, and inferred message of a work and arrange events in chronological order.	5.3.2.1 Determine main idea, supporting details, and inferred message of a work and arrange events in chronological order.	6.3.2.1 Determine main idea, supporting details, and inferred message of a work and arrange events in chronological order.	7.3.2.1 Determine main idea, supporting details, and inferred message of a work and arrange events in chronological order.	8.3.2.1 Determine main idea and supporting details of a work through inferring, paraphrasing, and summarizing.	910.3.2.1 Determine main idea and supporting details of a work through inferring, paraphrasing, and summarizing.	1112.3.2.1 Determine main idea and supporting details of a work through inferring, paraphrasing, and summarizing.
LA.K.1.7.3 LA.K.6.3.2	LA.1.1.7.3 LA.1.1.7.4 LA.1.1.7.7 LA.1.2.1.2	LA.2.1.7.3	LA.3.1.7.3 LA.3.6.3.1	LA.4.1.7.3	LA.5.1.7.3	LA.6.1.7.3	LA.7.1.7.3	LA.8.1.7.3	LA.910.1.7.3	LA. 1112.1.7.3
AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3

K.3.2.2 Describe the characters and setting of the work.	1.3.2.2 Describe the characters and setting of the work.	2.3.2.2 Describe the characters and setting of the work.	3.3.2.2 Compare story elements (e.g., characters, setting, problems) in two works.	4.3.2.2 Compare story elements (e.g., characters, setting, problems) in multiple works.	5.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	6.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	7.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	8.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	910.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	1112.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.
LA.K.2.1.2	LA.1.2.1.3	LA.2.2.1.2	LA.3.1.7.7 LA.3.2.1.2	LA.4.1.7.7 LA.4.2.1.2	LA.5.1.7.7 LA.5.2.1.2	LA.6.1.7.7 LA.6.2.1.2	LA.7.1.7.7 LA.7.2.1.2	LA.8.1.7.7 LA.8.2.1.2	LA.910.1.7.7 LA.910.2.1.5	LA. 1112.1.7.7 LA. 1112.2.1.2
AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3	AASL 4.1.3
					5.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	6.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	7.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	8.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	910.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	1112.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.
					LA.5.1.7.4 LA.5.1.7.5	LA.6.1.7.4 LA.6.1.7.5	LA.7.1.7.4 LA.7.1.7.5	LA.8.1.7.4 LA.8.1.7.5	LA.910.1.7.4 LA.910.1.7.5	LA.1112.1.7.4 LA. 1112.1.7.5
					AASL 1.1.7 AASL 4.2.3	AASL 1.1.7 AASL 4.2.3	AASL 1.1.7 AASL 4.2.3	AASL 1.1.7 AASL 4.2.3	AASL 1.1.7 AASL 4.2.3	AASL 1.1.7 AASL 4.2.3



## READS Summary

### Develop a literary-based product

<b>Develop – 4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</b>										
<b>Kindergarten</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>Sixth</b>	<b>Seventh</b>	<b>Eighth</b>	<b>Ninth/Tenth</b>	<b>Eleventh/Twelfth</b>
The student will:										
K.4.1.1 Use a teacher or librarian selected method to present an original work or a response to a creative work.	1.4.1.1 Use a teacher or librarian selected method to present an original work or a response to a creative work.	2.4.1.1 Use a teacher or librarian selected method to present an original work or a response to a creative work.	3.4.1.1 Choose a method to present an original work or a response to a creative work from teacher or librarian choices.	4.4.1.1 Choose a method to present an original work or a response to a creative work from teacher or librarian choices.	5.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	6.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	7.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	8.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	910.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	1112.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.
LA.K.6.2.3	LA.1.3.5.1 LA.1.6.3.3 LA.1.6.4.1 LA.1.6.4.2	LA.2.3.5.1 LA.2.6.3.3 LA.2.6.4.1 LA.2.6.4.2	LA.3.3.5.1 LA.3.6.3.3 LA.3.6.4.1 LA.3.6.4.2	LA.4.3.5.1 LA.4.6.3.3 LA.4.6.4.1 LA.4.6.4.2	LA.5.3.5.1 LA.5.6.3.3 LA.5.6.4.1 LA.5.6.4.2	LA.6.3.5.1 LA.6.6.3.3 LA.6.6.4.1 LA.6.6.4.2	LA.7.3.5.1 LA.7.6.3.3 LA.7.6.4.1 LA.7.6.4.2	LA.8.3.5.1 LA.8.6.3.3 LA.8.6.4.1 LA.8.6.4.2	LA.910.3.5.1 LA.910.6.3.3 LA.910.6.4.1 LA.910.6.4.2	LA.1112.3.5.1 LA.1112.6.3.3 LA.1112.6.4.1 LA.1112.6.4.2
AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
			3.4.1.2 Begin to identify the strengths and weaknesses of presentation methods.	4.4.1.2 Identify the strengths and weaknesses of presentation methods.	5.4.1.2 Consider the strengths and weaknesses of presentation methods for final selection.	6.4.1.2 Consider the strengths and weaknesses of presentation methods for final selection.	7.4.1.2 Use knowledge of the strengths and weaknesses of presentation methods in final selection.	8.4.1.2 Use knowledge of the strengths and weaknesses of presentation methods in final selection.	910.4.1.2 Use knowledge of the strengths and weaknesses of presentation methods in final selection.	1112.4.1.2 Use knowledge of the strengths and weaknesses of presentation methods in final selection.
			LA.3.3.5.1 LA.3.6.3.3 LA.3.6.4.1 LA.3.6.4.2	LA.4.3.5.1 LA.4.6.3.3 LA.4.6.4.1 LA.4.6.4.2	LA.5.3.5.1 LA.5.6.3.3 LA.5.6.4.1 LA.5.6.4.2	LA.6.3.5.1 LA.6.6.3.3 LA.6.6.4.1 LA.6.6.4.2	LA.7.3.5.1 LA.7.6.3.3 LA.7.6.4.1 LA.7.6.4.2	LA.8.3.5.1 LA.8.6.3.3 LA.8.6.4.1 LA.8.6.4.2	LA.910.3.5.1 LA.910.6.3.3 LA.910.6.4.1 LA.910.6.4.2	LA.1112.3.5.1 LA.1112.6.3.3 LA.1112.6.4.1 LA.1112.6.4.2
			AASL 2.1.4	AASL 2.1.4	AASL 2.1.4	AASL 2.1.4	AASL 2.1.4	AASL 2.1.4	AASL 2.1.4	AASL 2.1.4
<b>4.2 Organize product, working in a group or individually.</b>										
K.4.2.1 Connect thoughts and oral language to generate a response to a work read aloud or viewed with teacher or librarian guidance.	1.4.2.1 Generate ideas for an original story or response to a work read aloud or viewed using a graphic organizer (e.g., story map) with teacher or librarian guidance.	2.4.2.1 Generate ideas for an original story or response to a work read aloud or viewed using a graphic organizer (e.g., webbing) or brainstorming with teacher or librarian guidance.	3.4.2.1 Generate ideas for an original story or response to a work read or viewed using a graphic organizer (e.g., webbing) or brainstorming.	4.4.2.1 Generate ideas for an original work or response to a work read or viewed using a graphic organizer (e.g., webbing), group discussion, or brainstorming.	5.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	6.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	7.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	8.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	910.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	1112.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.
LA.K.3.1.1	LA.1.3.1.1	LA.2.3.1.1 LA.2.3.1.2	LA.3.3.1.1 LA.3.3.1.2	LA.4.3.1.1 LA.4.3.1.2	LA.5.3.1.1 LA.5.3.1.2	LA.6.3.1.1 LA.6.3.1.2	LA.7.3.1.1 LA.7.3.1.2	LA.8.3.1.1 LA.8.3.1.2	LA.910.3.1.1 LA.910.3.1.2	LA.1112.3.1.1 LA.1112.3.1.2

						LA.6.3.1.3	LA.7.3.1.3	LA.8.3.1.3	LA.910.3.1.3	LA.1112.3.1.3	
AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
K.4.2.2 Organize information for clarity, coherence and emphasis to produce a teacher or librarian directed product.	1.4.2.2 Organize ideas and information for clarity, coherence, and emphasis to produce a teacher or librarian directed product.	2.4.2.2 Organize ideas and information for clarity, coherence, and emphasis to produce a teacher or librarian directed product.	3.4.2.2 Organize ideas and information for clarity, coherence, and emphasis to produce a product using an appropriate format.	4.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	5.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	6.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	7.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	8.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	910.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	1112.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	
LA.K.3.2.1 LA.K.3.2.2	LA.1.3.2.1 LA.1.3.2.2	LA.2.3.2.1 LA.2.3.2.2	LA.3.3.2.1 LA.3.3.2.2	LA.4.3.2.1 LA.4.3.2.2 LA.4.3.2.3	LA.5.3.2.1 LA.5.3.2.2 LA.5.3.2.3	LA.6.3.2.1 LA.6.3.2.2 LA.6.3.2.3 LA.6.6.3.2	LA.7.3.2.1 LA.7.3.2.2 LA.7.3.2.3 LA.7.6.3.2	LA.8.3.2.1 LA.8.3.2.2 LA.8.3.2.3 LA.8.6.3.2	LA.910.3.2.1 LA.910.3.2.2 LA.910.3.2.3 LA.910.6.3.2	LA.1112.3.2.1 LA.1112.3.2.2 LA.1112.3.2.3 LA.1112.6.3.2	
AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	AASL 2.1.4 AASL 3.1.4	
K.4.2.3 Revise product by adding details or checking for correct sequence with teacher or librarian guidance.	1.4.2.3 Revise product by adding details or checking for correct sequence with teacher or librarian guidance.	2.4.2.3 Revise product by adding details and checking work against a teacher or librarian produced rubric.	3.4.2.3 Revise and evaluate product by checking work against a teacher or librarian produced rubric.	4.4.2.3 Revise and evaluate product by checking work against a teacher or librarian produced rubric or peer review.	5.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	6.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	7.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	8.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	910.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	1112.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	
LA.K.3.3.1	LA.1.3.3.1	LA.2.3.3.1 LA.2.3.3.4	LA.3.3.3.1 LA.3.3.3.4	LA.4.3.3.1 LA.4.3.3.2 LA.4.3.3.3 LA.4.3.3.4	LA.5.3.3.1 LA.5.3.3.2 LA.5.3.3.3 LA.5.3.3.4	LA.6.3.3.1 LA.6.3.3.2 LA.6.3.3.3 LA.6.3.3.4	LA.7.3.3.1 LA.7.3.3.2 LA.7.3.3.3 LA.7.3.3.4	LA.8.3.3.1 LA.8.3.3.2 LA.8.3.3.3 LA.8.3.3.4	LA.910.3.3.1 LA.910.3.3.2 LA.910.3.3.3 LA.910.3.3.4	LA.1112.3.3.1 LA.1112.3.3.2 LA.1112.3.3.3 LA.1112.3.3.4	
AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5	
<b>4.3 Communicate original work or response to creative works, working in a group or individually.</b>											
K.4.3.1 Convey ideas and experiences based on creative works (e.g., retell main events in a story, recite nursery rhymes, draw picture).	1.4.3.1 Communicate orally, visually or in writing ideas and experiences based on creative works with teacher and/or librarian assistance.	2.4.3.1 Communicate orally, visually or in writing ideas and experiences based on creative works with teacher and/or librarian assistance.	3.4.3.1 Use the writing process, oral, or visual techniques to create original products or responses to creative works.	4.4.3.1 Use the writing process, oral, or visual techniques to create original products or responses to creative works.	5.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	6.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	7.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	8.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	910.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	1112.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	
LA.K.3.1.2 LA.K.3.5.1 LA.K.4.2.1 LA.K.4.3.1 LA.K.5.2.5 LA.K.5.2.6 LA.K.6.4.1	LA.1.1.6.2 LA.1.2.1.2 LA.1.2.1.5	LA.2.1.6.2 LA.2.2.1.2 LA.2.2.1.5	LA.3.1.6.2 LA.3.2.1.2 LA.3.2.1.5	LA.4.1.6.2 LA.4.2.1.2 LA.4.2.1.5	LA.5.1.6.2 LA.5.2.1.2 LA.5.2.1.5	LA.6.1.6.2 LA.6.2.1.2 LA.6.2.1.5	LA.7.2.1.6 LA.7.5.2.2 LA.7.5.2.3	LA.8.2.1.6 LA.8.5.2.2 LA.8.5.2.3	LA.910.2.1.6 LA.910.5.2.2 LA.910.5.2.3	LA.910.2.1.6 LA.910.5.2.2 LA.910.5.2.3	

AASL 2.1.6	AASL 2.1.6	AASL 2.1.6	AASL 2.1.6	AASL 2.1.6	AASL 2.1.6	AASL 2.1.6	AASL 2.1.6	AASL 2.1.6	AASL 2.1.6	AASL 2.1.6
AASL 2.2.4	AASL 2.2.4	AASL 2.2.4	AASL 2.2.4	AASL 2.2.4	AASL 2.2.4	AASL 2.2.4	AASL 2.2.4	AASL 2.2.4	AASL 2.2.4	AASL 2.2.4
AASL 3.1.3	AASL 3.1.3	AASL 3.1.3	AASL 3.1.3	AASL 3.1.3	AASL 3.1.3	AASL 3.1.3	AASL 3.1.3	AASL 3.1.3	AASL 3.1.3	AASL 3.1.3
AASL 3.1.4	AASL 3.1.4	AASL 3.1.4	AASL 3.1.4	AASL 3.1.4	AASL 3.1.4	AASL 3.1.4	AASL 3.1.4	AASL 3.1.4	AASL 3.1.4	AASL 3.1.4
AASL 4.1.8	AASL 4.1.8	AASL 4.1.8	AASL 4.1.8	AASL 4.1.8	AASL 4.1.8	AASL 4.1.8	AASL 4.1.8	AASL 4.1.8	AASL 4.1.8	AASL 4.1.8
<b>4.4 Demonstrate knowledge of legal and ethical usage of creative works.</b>										
		2.4.4.1 Identify legal and ethical usage guidelines for copyrighted resources.	3.4.4.1 Identify legal and ethical usage guidelines for copyrighted resources.	4.4.4.1 Identify legal and ethical usage guidelines for copyrighted resources.	5.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	6.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	7.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	8.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	910.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	1112.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.
		LA.2.6.3.1 LA.2.6.3.2	LA.3.6.3.1 LA.3.6.3.2	LA.4.6.3.1 LA.4.6.3.2	LA.5.6.3.1 LA.5.6.3.2	LA.6.6.3.1 LA.6.6.3.2	LA.7.6.3.1 LA.7.6.3.2	LA.8.6.3.1 LA.8.6.3.2	LA.910.6.3.1 LA.910.6.3.2	LA.1112.6.3.1 LA.1112.6.3.2
		AASL 1.3.1 AASL 1.3.3 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
			3.4.4.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title).	4.4.4.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title, copyright date).	5.4.4.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	6.4.4.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	7.4.4.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	8.4.4.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources, note in-text citations, and cite quotations when appropriate.	910.4.4.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources, note in-text citations, and cite quotations when appropriate.	1112.4.4.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources, note in-text citations, and cite quotations when appropriate.
			LA.3.6.2.4 LA.3.6.3.1 LA.3.6.3.2	LA.4.6.2.4 LA.4.6.3.1 LA.4.6.3.2	LA.5.6.2.4 LA.5.6.3.1 LA.5.6.3.2	LA.6.6.2.4 LA.6.6.3.1 LA.6.6.3.2	LA.7.6.2.4 LA.7.6.3.1 LA.7.6.3.2	LA.8.6.2.4 LA.8.6.3.1 LA.8.6.3.2	LA.910.6.2.4 LA.910.6.3.1 LA.910.6.3.2	LA.1112.6.2.4 LA.1112.6.3.1 LA.1112.6.3.2
			AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6

# READS Summary

## Score reading progress

Score –	5.1 Develop lifelong reading through participation in motivation programs and activities.									
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Nine/Ten	Eleven/Twelve
The student will:										
K.5.1.1 Participate in library media activities and reading celebrations (e.g., storytimes, puppet plays).	1.5.1.1 Participate in library media activities and reading celebrations (e.g., character parades, puppet plays).	2.5.1.1 Participate in library media activities and reading celebrations (e.g., character parades, author visits).	3.5.1.1 Participate in library media activities and reading celebrations (e.g., character parades, author visits).	4.5.1.1 Participate in library media activities and reading celebrations (e.g., family literacy night, author visits).	5.5.1.1 Participate in library media activities and reading celebrations (e.g., family literacy night, author visits).	6.5.1.1 Participate in library media activities and reading celebrations (e.g., School Library Media Month celebrations).	7.5.1.1 Participate in library media activities and reading celebrations (e.g., School Library Media Month celebrations).	8.5.1.1 Participate in library media activities and reading celebrations (e.g., televised book talks or reviews).	910.5.1.1 Participate in library media activities and reading celebrations (e.g., Banned Book Week activities).	1112.5.1.1 Participate in library media activities and reading celebrations (e.g., Banned Book Week activities).
LA.K.2.1.10 LA.K.2.2.5	LA.1.2.1.10 LA.1.2.2.5	LA.2.2.1.10 LA.2.2.2.5	LA.3.2.1.10 LA.3.2.2.5	LA.4.2.1.10 LA.4.2.2.5	LA.5.2.1.10 LA.5.2.2.5	LA.6.2.1.10 LA.6.2.2.5	LA.7.2.1.10 LA.7.2.2.5	LA.8.2.1.10 LA.8.2.2.5	LA.910.2.1.10 LA.910.2.2.5	LA.1112.2.1.10 LA.1112.2.2.5
AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2	AASL 3.2.1 AASL 4.4.2
K.5.1.2 Participate in structured independent reading programs (e.g., Florida Reading Association Children’s Book Award).	1.5.1.2 Participate in structured independent reading programs (e.g., Florida Reading Association Children’s Book Award).	2.5.1.2 Participate in structured independent reading programs (e.g., Florida Reading Association Children’s Book Award).	3.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award).	4.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award).	5.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award).	6.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award).	7.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award).	8.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award).	910.5.1.2 Participate in structured independent reading programs (e.g., Florida Teens Read).	1112.5.1.2 Participate in structured independent reading programs (e.g., Florida Teens Read).
LA.K.2.1.10 LA.K.2.2.5	LA.1.2.1.10 LA.1.2.2.5	LA.2.2.1.10 LA.2.2.2.5	LA.3.2.1.10 LA.3.2.2.5	LA.4.2.1.10 LA.4.2.2.5	LA.5.2.1.10 LA.5.2.2.5	LA.6.2.1.10 LA.6.2.2.5	LA.7.2.1.10 LA.7.2.2.5	LA.8.2.1.10 LA.8.2.2.5	LA.910.2.1.10 LA.910.2.2.5	LA.1112.2.1.10 LA.1112.2.2.5
AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6
Score –	5.2 Monitor individual reading progress.									
K.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., read directional signs).	1.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., read directional signs).	2.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., reading menus and magazines).	3.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., reading menus and magazines).	4.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing magazines and television advertisements).	5.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing magazines and television advertisements).	6.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing political cartoons and television programs).	7.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing political cartoons and television programs).	8.5.2.1 Engage in improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing career and subject specific magazines).	910.5.2.1 Engage in improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing career and technical journals).	1112.5.2.1 Engage in improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing career and technical journals).
LA.K.1.5.1 LA.K.1.7.8 LA.K.6.1.3	LA.1.1.5.1 LA.1.1.7.8 LA.1.6.1.3	LA.2.1.5.1 LA.2.1.7.8 LA.2.6.1.3	LA.3.1.5.1 LA.3.1.7.8 LA.3.6.1.3	LA.4.1.5.1 LA.4.1.7.8 LA.4.6.1.3	LA.5.1.5.1 LA.5.1.7.8 LA.5.6.1.3	LA.6.1.5.1 LA.6.1.7.8 LA.6.6.1.3	LA.7.1.5.1 LA.7.1.7.8 LA.7.6.1.3	LA.8.1.5.1 LA.8.1.7.8 LA.8.6.1.3	LA.910.1.5.1 LA.910.1.7.8 LA.910.6.1.3	LA.1112.1.5.1 LA.1112.1.7.8 LA.1112.6.1.3

AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2
				4.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i> ) (optional).	5.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i> ) (optional).	6.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i> ) (optional).	7.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i> ) (optional).	8.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i> ) (optional).	910.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i> ) (optional).	1112.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i> ) (optional).	
				LA.4.2.1.10 LA.4.2.2.5	LA.5.2.1.10 LA.5.2.2.5	LA.6.2.1.10 LA.6.2.2.5	LA.7.2.1.10 LA.7.2.2.5	LA.8.2.1.10 LA.8.2.2.5	LA.910.2.1.10 LA.910.2.2.5	LA.1112.2.1.10 LA.1112.2.2.5	
				AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	AASL 4.3.3 AASL 4.4.6	

