



A Study of the Effectiveness of
The Reading Web at Boone Middle School
FY 2010-2011



Submitted to:
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Program Description

Rourke's Reading Web is a research-based reading intervention program that uses computer software and twenty-nine nonfiction books and one fiction book for students at grades 4 through 10. In the case of English language learners (ELLs) these books may be used at higher-grade levels. The software features a portion of the text found in the books and provides students with the opportunity to practice their reading skills prior to reading the books. Since the program is web-based, there is no software to install or data to maintain. The student information is stored on the company's server. Because Rourke's Reading Web was designed to engage struggling readers to help them develop their reading skills, the program can be used in a number of instructional situations. These situations include classroom computer centers, resource rooms or libraries where computers are available, computer labs, as well as media center rooms. The software, available from Rourke's secure website, can be accessed by any student from any computer in the school or home. Since the two most significant characteristics of the Reading Web are engaging students in reading and improving reading skills, the Reading Web can become a valuable supplement to a range of instructional situations. These situations include "pull out" or "push in" interventions, Response to Intervention (RTI), Special Education, ESOL, After School and Summer School Programs.

Research Base for the Reading Web

The research and recommendations from the Report from the National Reading Panel (2000) served as the basis for the development of the Reading Web. The five essential reading elements are incorporated throughout the instructional sections of the Reading Web. In addition, the Reading Web engages students in the best practices of reading instruction identified as the most effective by researchers such as: Timothy Rasinski, Isabel Beck, Margaret McKeown, Robert Marzano, J. Samuels, Dr. Robin Scarcella, Fountas and Pinnell, Patricia Cunningham, Timothy Shanahan and Ann Goudvis.

Standards-Based Instruction

Standards-based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their educational goals, including specific concepts, order, or instructional materials (Krueger & Sutton, 2001). Because the national science standards are voluntary and do not prescribe a single approach to teaching science, it is up to the individual local educational entities to determine the science content organization, focus, and delivery (Krueger & Sutton, 2001). All books included in the Reading Web are aligned to the Next Generation Science Standards and benchmarks (See Appendix 1) as well as to the Reading/Language Arts Standards and Benchmarks (See Appendix 2).

Reading Web Titles

The books selected for the Reading Web are high interest-low and intermediate reading level books that have proven to be effective helping at risk and English language learners (ELLs) succeed. These high interest, low and intermediate reading level books are written with content that is appealing to students of various ages. High interest, low reading level books are one of many ways to encourage reluctant readers to read. These books include nonfiction texts (many of them related to Science) and one fiction book that are appropriate for the student's developmental reading level (grades 4-10). This enables ELLs to read the same type of content their peers read while acquiring key subject-area vocabulary (See Table 1 for Lexile Level, Words per Minute (WPM), Fountas and Pinnell, and type of questions used).

Table 1: Title	Lexile Level	WPM	F & P Level	Literal	Inferential	Structural
Creeping Crawlers	200-249	60-70	G 1	••	•	••
Earth	200-249	60-70	G 1	•••	•	•
Space	200-249	60-70	G 1	••	•	••
Paintball	350-399	80-90	K 2	••	•	••
Trees Don't Freeze	350-399	80-90	K 2	••	••	•
How Muscles and Bones Hold You Up	400-499	80-90	L 2	•	•••	•
Allosaurus	600-699	80-90	M 2	••	•	••
Wild Horses	550-599	90-100	N 3	•••		••
Hurricanes	900-949	90-100	O 3	••	••	•
Volcanoes	850-899	90-100	O 3	••	••	•
Bloodsuckers	600-699	90-100	P 3	•••		••
Desert Dinners	600-699	90-100	P 3	••	•	••
Freaky Faces	600-699	90-100	P 3	••	•	••
Freshwater Feeders	600-699	90-100	P 3	•	•	•••
Speed Demons	600-699	90-100	P 3	••		•••
Goalies	600-749	90-100	P 3/4	•	•	•••
Quarterbacks	600-749	90-100	P 3/4	••	•	••
Strikers	600-749	90-100	P 3/4	••	•	••
Cell Phones	750-799	100-110	R 4	••		•••
MP3 Players	750-799	100-110	R 4	••	••	•
Continents	750-849	100-110	R 4/5	•••	•	•
Oceans	750-849	100-110	R 4/5	••	••	•
Pedro and the Coyote	800-849	110-120	S 5	••	••	•
Video Games	800-849	110-120	S 5	••	•	••
Going Green	800-849	110-120	T 5	•••	•	•
The Internet and Email	800-849	110-120	T 5	•••	•	•
The Cheerleader	800-899	110-120	T 5	•	•	•••
Biofuel	800-899	110-120	U 5	••	•	••
Gymnastics	900-949	110-120	W 6	•	•••	•
Karate	900-949	110-120	X 6	•••	•	•

Rourke’s Reading Web uses Lexile levels in order to determine if students are considered at risk, basic, proficient, or advanced (See Table 2).

Table 2: Reading Level Based on Lexile Score

Grade	At-Risk	Basic	Proficient	Advanced
1	---	99 & below	100-400	401 & above
2	99 & below	100-199	200-500	501 & above
3	249 & below	250-499	500-800	801 & above
4	349 & below	350-599	600-900	901 & above
5	449 & below	450-699	700-1000	1001 & above
6	499 & below	500-799	800-1050	1051 & above
7	549 & below	550-849	850-1100	1101 & above
8	599 & below	600-899	900-1150	1151 & above
9	649 & below	650-1049	1050-1300	1301 & above
10	699 & below	700-1099	1100-1350	1351 & above
11/12	799 & below	800-1149	1150-1400	1401 & above

Each one of these categories represents at what level students are in comparison to grade level expectations:

Table 3: Reading Level vs. Grade Level Expectations

At Risk	Student does not exhibit minimally competent performance when reading grade level appropriate text. Students in this category are reading “Significantly Below Grade Level.”
Basic	Student exhibits minimally competent performance when reading grade level appropriate text. Students in this category are reading “Below Grade Level.”
Proficient	Student exhibits competent performance when reading grade level appropriate text. Students in this category are reading "At Grade Level."
Advanced	Student exhibits superior performance when reading grade level appropriate text. Students in this category are reading significantly "Above Grade Level."

Using the Fountas & Pinnell Leveled Reading

Leveled reading uses small-group instruction and developmentally appropriate books called leveled books. This approach recognizes that a wide range of reading ability exists within any grade level or age group, and that reading at the appropriate levels ensures success. All books included in the Reading Web also include the Fountas & Pinnell levels. Typically, students go through specific stages of development as they progress from non-readers to fluent readers. In leveled reading, as in the case of the books included in the Reading Web, books are written to various levels of difficulty, gradually introducing developing readers to new challenges. The stages of reading development are commonly separated as follows:

- Early Emergent Readers (Reading levels A-C)
- Emergent Readers (Reading levels D-J)
- Early Fluent Readers (Reading levels K-P)
- Fluent Readers (Reading levels Q-Z)

Web-Based Student Activities

Students work through the computer activities before reading the books. For each title, the computer presents a Brainstorming Pre-Reading activity. The software engages students through the visually narrated presentation of background information (supported with visuals) and the suggestion of questions that lend themselves to a purpose for reading the text. Comprehension questions are posed for students to think about during the reading of the text. After the computer exercises, those same questions are presented for students to respond to. Their responses are scored and kept in their Student Folders. Categories of questions include:

- LITERAL - details supporting the main ideas
- INFERENTIAL - combining facts from the text with background knowledge
- STRUCTURAL - cause/effect, comparison/contrast, sequence, classification

Students interact with the text, its correct pronunciations, word meanings and use of the words in sentences. Students also record and listen to their own voices reading the passages from the books. Then, students are assessed for reading rate, vocabulary meaning and comprehension.

Teacher-Supported Instruction

After a student has completed the web-based passage, the teacher or the assigned paraprofessional meets with the students. She may meet one-on-one with individual students and conduct a reading conference or meet with a group of students who have all read the same passage for a guided reading session. After the students have met with the teacher, she will assign a reading response journal prompt, vocabulary activity, or a comprehension activity for students to complete after independent reading of the book.

The Activities on the Reading Web include:

- Building background knowledge
- Listening to the correct pronunciation
- Developing vocabulary skills
- Recording echo reading of short phrases
- Reading highlighted text with a professional narrator
- Practicing fluency through timed and recorded passages
- Demonstrating word meaning, fluency, and comprehension

Building Background Knowledge

Researcher Robert Marzano clearly identified the importance of background knowledge and urges its use in pre-reading activities. Numerous individuals report the importance of using visual, auditory, and tactile aids to make content more understandable to ELLs (Carey, 2007; Herrell & Jordan, 2008; Samway & Taylor, 2008).

In Section One of the Reading Web, students preview an audio narration of pictures depicting the concepts and facts from the passage they will be mastering.

Use of Visual Aids

Visual Aids are essential to provide support to the reading text, especially with Science texts, which are introducing new terms students are not familiar with. Numerous individuals report the importance of using visual, auditory, and tactile aids to make content more understandable to ELLs (Carey, 2007; Herrell & Jordan, 2008; Samway & Taylor,

2008). English Language Learners (ELLs) also often struggle with the language of science. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students—and especially ELL students—easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students. All Reading Web books are highly supported by visuals to assist ELLs to understand the text since they provide the kind of visual support students need to understand the text such as: pictures, graphic organizers, charts, and figures to convey meaning.

Phonemic Awareness and Phonics Instruction

Phonemic awareness instruction helps children learn to read. Once the children understand a larger collection of easily recognizable words, they are able to read better and faster. As they know and comprehend more vocabulary, they will read better. Systematic phonics instruction is designed to increase accuracy in decoding and word recognition skills, which in turn facilitate comprehension.

In the Reading Web, phonics is demonstrated in the Spoken Glossary section where the narrator carefully pronounces and sounds out key vocabulary words from the passage, which follows in subsequent sections.

Word Pronunciation

Recent research on the teaching and learning of pronunciation has focused on the importance of accent, stress, intonation, and rhythm in the comprehensibility of the speech of non-native speakers. Researchers Timothy Rasinski and Patricia Cunningham have published numerous studies demonstrating that accurate word pronunciation enhances word meaning and language development.

In Section Two of the Reading Web, students click on specific words, which are then pronounced by a professional narrator. In this manner, students review the sounds of the words from the passage they will be mastering.

Vocabulary Development

One of the most important aspects to teach English Language Learners (ELLs) to read with comprehension is to develop their oral and written vocabulary. A student's maximum level of reading comprehension is determined by his or her knowledge of words. This word knowledge allows students to comprehend text.

The importance of vocabulary knowledge has long been recognized in the development of reading skills. Vocabulary is critically important in oral reading instruction. Vocabulary instruction is essential to the content areas because the academic language differs across content areas. ELLs must be provided instructional support to know how to use content vocabulary correctly (Scarcella, 2003; Geertz, 1988).

One of the important features in the Reading Web is the inclusion of key words that are found in Science content. These words are introduced and defined to help students understand their meaning in context. Teaching content vocabulary using a systematic approach appears to be a powerful tool for student success (Marzano & Pickering, 2005). Researcher Isabel Beck's studies have led to the identification of best practices for vocabulary development including students' work with definitions, pronunciation, word matching and using words in new contexts. In Section Three of the Reading Web, students interact with key words, by identifying their definitions and by making comparisons to similar words in isolation and seeing those words in other contexts.

In addition, students work with worksheets provided in the Teacher's Resource Guide (see pages 20 to 52). The worksheets are not book specific: any worksheet can be used with any book. Many teachers find that in the beginning, it is helpful to demonstrate one or two of the vocabulary worksheet formats with the entire class. Once students are comfortable with these formats, the teacher then introduces a couple more of the vocabulary worksheets.

Having students complete vocabulary worksheets after the independent reading of a book is an essential component for students to deepen their understanding of Tier II and Tier III vocabulary words. In addition to enhancing their vocabulary, students will apply essential dictionary skills in an authentic way.

The Reading Web Dictionary and vocabulary activities support English Language Learners' (ELLs') academic needs. Students develop vocabulary and comprehension through a spoken glossary and repeated reading practice. Therefore, vocabulary knowledge is developed while word identification is practiced in the Spoken Glossary section.

Reading Comprehension

Comprehension is critically important to the development of children's reading skills and therefore to the ability to obtain an education. Indeed, reading comprehension has come to be the "essence of reading" (Durkin, 1993). Reading comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text. In Reading Web, comprehension questions are previewed in the Background Knowledge section, and Vocabulary is developed while word identification is practiced in the Spoken Glossary section.

Researcher Timothy Shanahan in the National Report on Reading identifies echo reading as a powerful activity in reading development. In Section Five of the Reading Web, students echo read and record their voices, which are played back for self-assessment and when necessary, can be repeatedly re-recorded for improvement. Researcher J. Samuels' often replicated study on repeated reading demonstrates the transfer of reading proficiency from a passage students have mastered to other texts at the same level. In Section Six of the Reading Web, students practice reading an entire passage, and then record their voices to improve reading rate and the prosodic aspects of their oral reading.

Reading Fluency

Fluent readers are able to read orally with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension. Reading practice is generally recognized as an important contributor to fluency. Guided repeated oral reading encourages students to read passages orally with systematic and explicit guidance and feedback from the teacher. Researchers Fountas and Pinnell, in an exhaustive study for NAEP, clearly demonstrated the correlation between reading fluency and comprehension. In Section Four of the Reading Web, students practice fluency by engaging in partner

reading with a professional narrator while viewing highlighted text, a focus leading to increased comprehension.

The Effectiveness of the Reading Web

During FY 2010-2011, several districts and schools across the United States implemented the Reading Web with struggling elementary and middle school students in an effort to accelerate students' reading skills toward grade level. In order to achieve these goals, schools emphasized:

- A strategy to provide an intensive reading intervention to struggling students
- Built-in progress monitoring and assessment
- Comprehensive launch training with all teachers
- Integrated, ongoing professional development
- Ongoing implementation support including site visits, and web site support

Shelley S. Boone Middle History

Boone Middle School is a culturally diverse middle school located in the "Heart of Florida" in Haines City in the northeast section of Polk County. Haines City is a rural area but the population is expanding rapidly due to the increase in the housing market in the greater Haines City area, particularly around Interstate 4 and U.S. Highway 27.

Initial Development

Boone Middle School was built in 1957 as Haines City Junior High School accommodating grades seven, eight and nine. The school was the only junior high in the area for 25 years serving a 26-mile radius. In 1962 student enrollment was 515 students. The staff of Haines City Junior High School was around 22.

Recent History

Haines City Junior High School became a middle school in 1985, and the name was changed to Shelley S. Boone Middle School. The school is normally referred to as Boone Middle School. The middle school includes sixth, seventh and eighth grades for areas north and east of Haines City. Boone Middle is classified as a Title I school.

Dr. Martha Santiago is the School Principal. Dr. Santiago is certified in Administration and Supervision. Dr. Santiago has a Master's Degree from the International University of Miami and a Doctorate from the University of South Florida. Dr. Santiago is currently an adjunct professor at Florida Southern College. Her thirty-one years of experience in education includes ten years teaching experience, six years as an assistant principal, and twelve years as a principal and three years as Director of ESOL. Dr. Santiago monitors the overall academic growth of the school and provides support for improvement and makes adjustments as needed. Dr. Santiago's vision for Boone is to provide a safe and orderly learning environment, which is conducive to maximizing academic achievements.

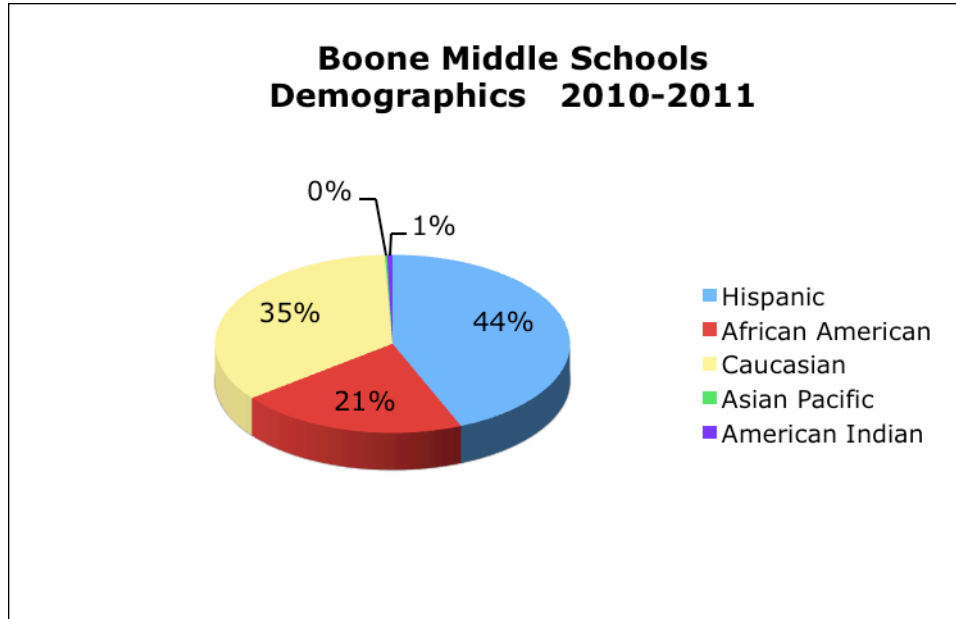
School Vision and Mission

The Boone Middle School team joins the parents and community in delivering rigorous and relevant curriculum and assisting all students regardless of background to achieve success in middle school, high school, post-secondary options and throughout their life. Boone Middle School believes learning is for ALL and ALL students can learn. All teachers and staff are responsible for doing whatever it takes to help students perform at or above grade level and learn the social and academic skills needed to succeed in our ever-changing society. This mission statement states the belief that every stakeholder (student, parent, teacher, administrator, support staff member, and community member) will do their best for the success of the student to reach their highest potential both academically and socially.

Student Population

In 2010-2011, Boone Middle has a student population of 1,029 students with a staff of 85. The majority of the student (79%) population is minority. A great percentage (94%) of students enrolled are eligible for free and reduced lunch. The ethnic background of students is as follows: Hispanic: 450 students; Caucasian: 357 students; African American: 213 students; American Indian: 6 students; Asian Pacific: 3 students (See Figure 1)

Figure 1



Reading Web at Shelley S. Boone Middle School: Methodology Used

During FY 2010-2011, Boone Middle School adopted the Reading Web for 55 students who are classified as English Language Learners (ELLs). These students started in the program in October 2010. At this time, these students were reading significantly below level. Students participating in the Reading Web were measured using scores attained in vocabulary development, reading comprehension, and reading fluency. The Lexile growth was obtained by comparing Lexile scores at initial placement in the program to Lexile scores after using the Reading Web for more than nine consecutive weeks (October 19, 2010-January 10, 2011). Scores from participating students who continued in the program after February 1, 2011 were compared to averages obtained during the first nine weeks.

The Words Per Minute (WPM) growth was calculated using the established average for grade level fluency. The words-per-minute reading rate of a student with average grade level fluency is between 100 and 160 WPM. Recommended reading rates, or words read per minute, for grades one through seven were examined from three separate research studies. The findings of these studies were used to establish an average early and end reading rate per level.

The Reading Web Program started at Boone Middle at the end of October 2010. During the

first part of program implementation (October 2010-January 10, 2011) participating students read an average of eight books at a rate of 90 Words per Minute (WPM). The Words Per Minute (WPM) growth was calculated using the established average for grade level fluency. The words-per-minute reading rate of 6-8 grade level students with average grade level fluency is between 160 to 180 WPM. Recommended reading rates, or words read per minute, for grades one through eight were examined from three separate research studies. The findings of these studies were used to establish an average early and end reading rate per grade level. The following table provides Oral Reading Rates per grade level:

Table 4: Fluency Standards Table

Research Study Recommendations Words Per Minute (WPM)			
Grade	Rasinski	Manzo	Harris & Sipay
1	80	(1.8) 30-54	60-90
2	90	(2.8) 66-104	85-120
3	110	(3.8) 86-124	115-140
4	140	(4.8) 95-130	140-170
5	150	(5.8) 108-140	170-195
6-8	180	(6.8) 112-145	195-220

The following table (Table 5) provides a summary of scores attained by participating students during both nine-week periods (October 18, 2010- January 10, 2011 and February 1, 2011-April 18, 2011).

This table reflects scores of 55 English Language Learner (ELLs) from Boone Middle who participated in the Reading Web Program from October 19, 2010 to January 10, 2011. Out of those initial 55 participants, 44 students continued participating in the program. Their scores from February 1, 2011 to April 18, 2011 are reflected on the second row under their names.

Table 5: Reading Web at Boone Middle School
 Polk County Public Schools
 A Comparison of First and Second Quarter Results (FY 2010-2011)

Name	Dates	Number of Books*	Level	WPM	Word Meaning	Comprehension
Alverio Bermúdez, Nashaly	10/19/10-12/14/10	12	G-P	110	65%	75%
	2/1-11-2/28/11	12	K-P	118	77%	83%
Aponte-Rodriguez, Ariana	10/27/10-11/11/10	5	G-S	88.6	64%	72%
	2/1/11-4/7/11	20	K-R	94.1	86%	81%
Aponte-Velez, Cristian	10/27/10-12/13/10	13	F-U	75.5	30%	55%
	2/2/11-3/30/11	10	K-T	99.5	62%	72%
Barragán, José	10/19/10-1/10/11	17	F-W	120	79%	76%
	2/1/11-4/18/11	24	K-U	125	84%	85%
Barrios, Itzibiany	10/18/10-11/2/10	6	F-R	102	47%	53%
	2/2/11-4/15/11	25	F-U	110	68%	81%
Bermejo, Oscar	10/26/10	1	M	109	60%	100%
	2/24/11-4/18/11	5	K-R	106	50%	97%
Cervantes, Lesley	10/19/10-1/4/11	9	G-O	88	33%	56%
	2/1/11-4/18/11	29	K-U	110	79%	79%
Cireus, Pierre	10/18/10-11/18/10	8	F-R	91	52%	52%
	2/2/11-4/15/11	22	K-W	88	67%	69%

*Book titles are counted once.

Name	Dates	Number of Books*	Level	WPM	Word Meaning	Comprehension
Cortez, Jessica	10/19/10-10/21/10	4	G-R	103	57%	87%
	2/1/11-4/18/11	16	K-P	90	76%	83%
Cotto Lara, Genesis	10/19/10-11/15/10	5	G-T	110	25%	64%
Coyt, Alejandro	10/27/10-12/13/10	12	G-P	85	48%	40%
	2/2/11-4/7/11	7	K-R	128	57%	60%
Flores, Adrian	10/26/10-1/4/11	4	K-P	89	40%	60%
	2/8/11-4/7/11	14	K-T	89	71%	86%
Flores, Juan	10/18/10	2	G	40	60%	40%
Francois, Marvens	10/19/10-1/4/11	11	G-P	92	89%	76%
Garcia, Alejandro	10/19/10-1/6/11	10	G-Z	100	50%	44%
	2/1/11-4/15/11	31	K-W	108	90%	86%
Garcia, Jennifer	10/18/10-12/14/10	6	F-S	115	67%	77%
	2/1/11-4/18/11	8	K-U	128	87%	87%
Gomez, Aldo	10/26/10-11/1/10	2	K-S	61	40%	80%
	2/1/11-4/18/11	8	K-R	94	56%	96%
Gonzales, Miguel	10/19/10-11/8/10	5	G-P	80	96%	100%
Gonzalez, Arasele	10/28/10	1	T	77	0%	100%

Name	Dates	Number of Books*	Level	WPM	Word Meaning	Comprehension
Gonzalez, Imalay	11/17/10	1	G	68	0%	100%
	2/1/11-4/13/11	14	K-S	95	81%	86%
Gonzalez Maldonado, Monika	10/19/10-11/15/10	6	F-R	106	83%	67%
	2/1/11-3/14/11	10	K-P	94	93%	89%
Hernandez Acevedo, Jose	11/15/10-11/3/10	5	F-R	101	88%	72%
Hernandez, Francisco	10/26/10-1/4/11	6	G-P	82	67%	77%
	2/1/11-4/18/11	17	K-R	125	81%	93%
Hernandez Mendez, Roberto	10/18/10-1/5/11	10	G-S	77	78%	80%
	2/1/11-4/15/11	25	K-U	111	73%	90%
Hernandez Quiñones, Luis	10/19/10	1	G	84	100%	100%
	2/1/11-4/18/11	17	K-R	110	76%	70%
Herrera, Olga	10/19/10-10/21/10	5	G-S	112	64%	76%
	2/1/11-4/6/11	15	K-R	90	96%	80%
Leon Lopez, Shalimar	10/28/10-1/6/11	8	G-T	91	23%	48%
	2/1/11-4/18/11	35	K-W	106	76%	60%
Linares, Jaret	10/19/10-1/4/11	13	G-T	78	68%	80%
	2/1/11-4/18/11	17	K-S	102	60%	80%

Name	Dates	Number of Books*	Level	WPM	Word Meaning	Comprehension
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Lopez, Antonio	10/19/10-11/4/10	4	G-K	47	70%	75%
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Name	Dates	Number of Books*	Level	WPM	Word Meaning	Comprehension
	2/1/11-3/24/11	11	K-P	92	91%	96%
Manzano-Melendez, Daniel	10/26/10-11/1/10	3	K-W	106	60%	80%
	2/3/11-4/8/11	8	K-W	113	70%	80%
Martinez Trejo, Esmeralda	10/19/10-12/14/10	26	G-W	81	39%	52%
	2/1/11-4/18/11	28	K-T	83	89%	77%
Merveillar, Samantha	11/5/10	2	T-W	130	20%	60%
	2/1/11-3/29/11	7	K-S	134	57%	66%
Meza-Martinez, Andres	11/2/10-1/4/11	7	G-S	71	17%	54%
	2/1/11-4/8/11	29	K-W	102	73%	83%
Muñoz-Martinez, Anahi	10/27/10-1/7/11	10	F-W	119	34%	64%
	2/2/11-4/15/11	11	K-P	91	85%	84%
Nava, Lizbeth	10/29/10-1/5/11	12	G-P	85	77%	78%
	2/1/11-3/29/11	21	K-S	117	79%	87%

Opsina, Ellin	10/19/10-12/24/10	15	G-T	105	47%	88%
	2/1/11-4/18/11	25	K-T	116	71%	90%
Pacheco, Luis	10/27/10-11/5/10	2	G-R	85	50%	80%
Pantoja, José	11/5/10-1/4/11	4	M-S	95	50%	90%
	2/1/11-2/11/11	4	K-L	113	75%	75%
Partida, José	10/19/10-10/21/10	4	G-S	105	65%	95%
	2/1/11-3/29/11	15	K-T	144	92%	90%
Peauris, Olivens	10/28/10-1/7/11	20	G-T	104	36%	63%
	2/1/11-4/15/11	30	K-W	114	82%	72%
Perez, Jonathan	10/27/10-1/7/11	20	G-Z	130	43%	58%
	2/2/11-4/15/11	11	K-P	95	65%	73%
Rivera Lopez, Christopher	12/14/10-1/4/11	4	G-P	54	20%	30%
	2/1/11-4/18/11	27	K-T	99	71%	71%
Rosa, Ashley	11/16/10-11/18/10	3	G-R	83	27%	53%
	2/1/11-4/8/11	23	K-T	95	63%	79%
Sanchez, Osvaldo	1/5/11-1/7/11	2	G-K	103	30%	70%

Name	Dates	Number of Books*	Level	WPM	Word Meaning	Comprehension
Sanon, Bendy	10/25/10-1/7/11	7	K-P	74	17%	20%
	2/1/11-4/15/11	23	K-R	109	56%	79%
Sanon-Chald-Son	10/19/10-11/8/10	2	G-K	52	30%	20%
	2/1/11-4/15/11	21	K-W	82	45%	55%
Sanon, Naika	10/19/10-12/4/10	2	G-S	45	60%	100%
	2/1/11-4/6/11	18	K-S	69	81%	81%
Simeon-Sagy, Anderson	10/21/10-12/14/10	10	G-W	91	41%	26%
	2/1/11-4/15/11	20	K-W	70	41%	54%
Soto Cedeño, Giovannie	11/3/10-11/19/10	8	G-O	83	60%	68%
Taky, Tifani	10/27/10-11/15/10	4	G-P	87	25%	50%
Torres, Maria	10/19/10-1/4/11	10	G-O	79	46%	50%
	2/1/11-4/18/11	30	K-W	107	84%	73%
Vargas, Heidi	11/5/10	1	G	77	20%	40%
	2/1/11-3/29/11	6	G-W	89	30%	47%
Vieyra, Juan	10/19/10-1/4/11	13	G-T	93	31%	49%
	2/1/11-4/15/11	21	K-R	115	55%	80%
Zamor, Mareste	10/19/10-1/10/11	26	F-Z	128	35%	34%
	2/1/11-4/18/11	30	K-U	92	81%	77%

Data Analysis

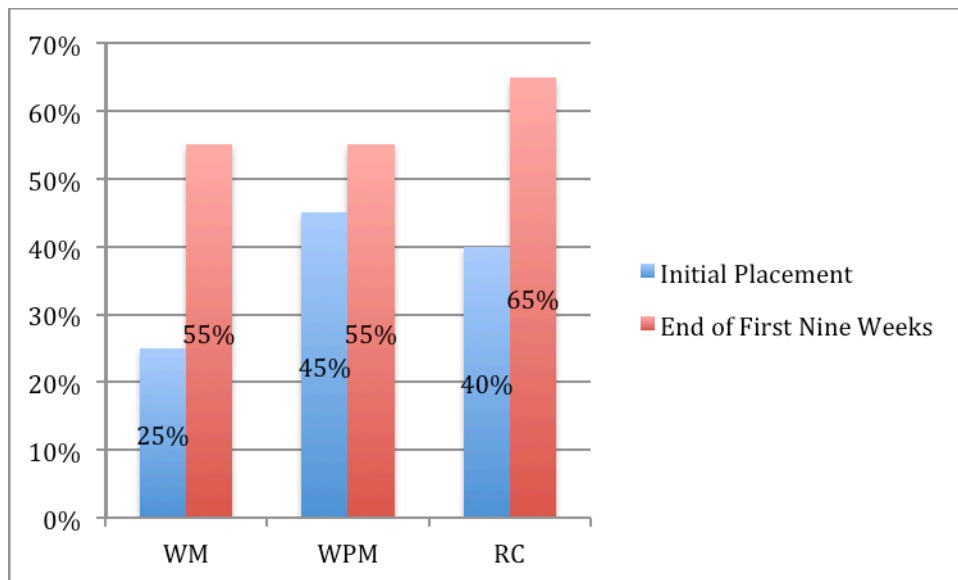
Table 6 represents average scores of the 55 students who participated in the Reading Web program for the first nine consecutive weeks (from October 18, 2010 to January 10, 2011.) The analysis was made in the following areas: Word Meaning (WM), Words per Minute (WPM), and Reading Comprehension (RC).

Table 6: Results of 55 Participating Students at the End of First Nine Weeks

Word Meaning (WM):	55%
Words Per Minute (WPM):	55%
Reading Comprehension (RC):	65%

Figure 2 compares the average scores of initial placement with average results attained by these students at the end of the first-nine week period.

Figure 2: Participating ELL Students at Boone Middle School First Nine-Week Period (October 18, 2010-January 10, 2011)



As can be observed in Figure 1, during the first nine weeks, ELL participating students increased their knowledge of Word Meaning (WM) from 25% to 55%. Based on textbooks read, the average Words Per Minute (WPM) increased from 45% to 55%. Based on their responses to multiple choice questions, their Reading Comprehension (RC) of the text read increased from 40% to 65%. The percentage attained on WPM was calculated using the average of 180 WPM for students at grades 6 to 8.

In order to determine improvement level of students who completed both nine-week periods, an analysis was made of results attained by those 44 students. Table 7 shows the average scores attained by these 44 students at the end of the first nine-week period (October 18-January 10, 2011).

Table 7: Results of 44 Students at the End of First Nine Weeks

Word Meaning (WM):	55%
Words Per Minute (WPM):	60%
Reading Comprehension (RC):	65%

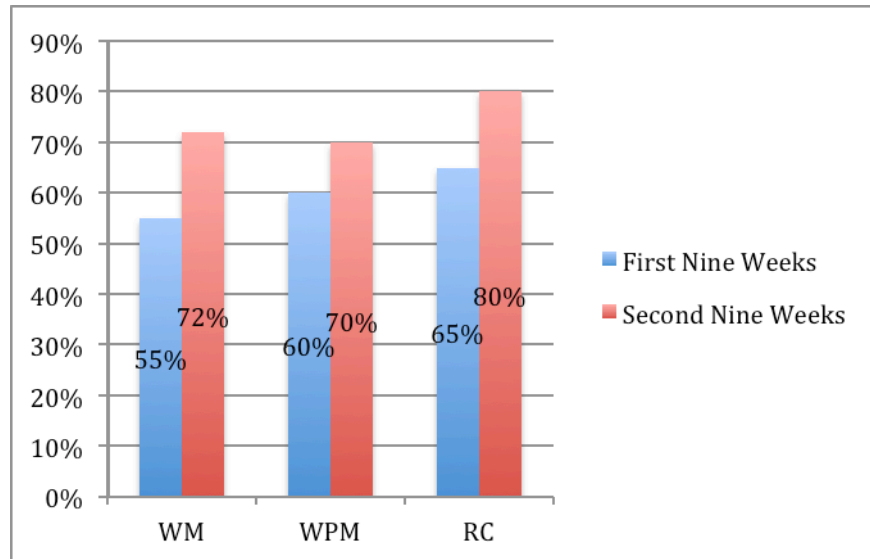
The average scores of these participating students during the second nine-week period (from February 1, 2011 to April 14, 2011) is reflected on Table 8:

Table 8: Results of 44 Students at the End of Second Nine Weeks

Word Meaning (WM):	72%
Words Per Minute (WPM):	70%
Reading Comprehension (RC):	80%

Results attained at the end of the first nine-week period and at the end of the second nine-week period from these 44 participating students were analyzed. Figure 3 shows a comparison of the results of first nine-week average scores of those 44 students who continued participating in the program from February 1 to April 18, 2011.

Figure 3: Average Scores of 44 Participating Students (October, 2010-April, 2011)



This analysis shows that participating ELL students who remained in the program for eighteen consecutive weeks, increased their knowledge of vocabulary by 17 percentage points, improved their reading fluency by 10 percentage points and their reading comprehension by 15 percentage points. Additional support should be provided to those students who failed to make adequate progress in reading.

Conclusion

A comparison of initial placement of the 44 participating students who continued in the program at the end of the 18-week period, indicates that these students increased their vocabulary development, reading comprehension and reading fluency significantly. Based on these results, the Reading Web is an effective tool to be used as an ESOL intervention program. It is clear that participating ELL students made strong gains in reading achievement by improving their academic vocabulary, reading comprehension, and reading fluency. Since the Reading Web is standards-based, participating students also became better prepared to succeed in both their science classes and on high-stake assessment.

Recommendations for Further Implementation

The following recommendations are provided to ensure proper student placement, adequate program implementation, and accountability measures.

Lead Teacher or ESOL Compliance Specialist at each school must make sure that:

1. All selected teachers are fully certified in ESOL and have been trained properly in the Reading Web Program
2. All students are pre-tested using the Reading Web assessment before placing them in the program
3. All students start the Reading Web at their reading level
4. Teachers are monitored to guarantee fidelity in program implementation
5. Teachers maintain a portfolio for each student with activities for each reading selection
6. Research-based practices and ESOL strategies are used throughout program implementation
7. Teachers utilize multiple measures of assessment to determine how English Learners (ELLs) are performing
8. Teachers maintain accurate record keeping and documentation for each student during program implementation
9. All students are post-tested at the end of the academic year in order to determine progress made
10. Additional English language support services are provided for ELLs who are not making progress toward meeting the Language Arts standards

Dr. Arnhilda Badia, as Educational Consultant, will continue to provide support to Polk County Public Schools in ensuring that all programs are implemented with fidelity and that they provide the necessary instructional support to English Language Learners (ELLs) who are performing below grade level so they can receive specialized services to meet their language and academic needs.

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APPENDIX 1

ROURKE READING WEB TITLES

CORRELATED
TO

FLORIDA SCIENCE STANDARDS

Florida Science Standards and Benchmarks (Grades 5-12)
A Correlation with Rourke Reading Web Books

Standard: Earth and Space Science: Earth in Space and Time		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.5.E.5.1 Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.	Space (Skywatch)	200-249
SC.5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.	Earth (Skywatch)	200-249
SC.5.E.5.3 Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.	Space (Skywatch)	
Standard: Earth and Space Science: Earth Systems and Patterns		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.	Oceans (Landforms)	750-849
SC.5.E.7.3 Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.	Hurricanes (Earth's Power)	900-949
SC.5.E.7.4 Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.		
SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.	Desert Dinners: Studying Food Webs in the Desert (Studying Food Webs) Freshwater Feeders: Studying Food Webs in Freshwater (Studying Food Webs)	600-699

Standard: Earth and Space Science: Earth Systems and Patterns		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.5.E.7.6 Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.	Continents (Landforms)	750-849
SC.5.E.7.7 Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.	Hurricanes (Earth's Power)	900-949

Standard: Life Science: Organization and Development of Living Organisms		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.5.L.14.1 Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.	How Muscles and Bones Hold You Up: A Book About Models (Big Ideas for Young Scientists)	400-499
SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support – some with internal skeletons others with exoskeletons – while some plants have stems for support.	How Muscles and Bones Hold You Up: A Book About Models (Big Ideas for Young Scientists)	400-499
	Creeping Crawlers (My First Science Discovery Library)	200-249
	Freaky Faces (Weird and Wonderful Animals)	600-699
	Speed Demons (Weird and Wonderful Animals)	600-699
	Blood Suckers (Weird and Wonderful Animals)	600-699
	Wild Horses (Eye to Eye with Horses)	550-599

Standard: Life Science: Diversity and Evolution of Living Organisms		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.	Trees Don't Freeze: A Book About Adaptations (Big Ideas for Young Scientists)	350-399
	Volcanoes (Earth's Power)	850-899
Standard: Life Science: Interdependence		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.	Trees Don't Freeze: A Book About Adaptations (Big Ideas for Young Scientists)	350-399
Standard: Nature of Science: The Practice of Science		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	Going Green (Let's Explore Science)	800-849

Standard: Physical Science: Changes in Matter		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature.	Volcanoes (Earth's Power)	850-899
Standard: Physical Science: Forms of Energy		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.	Biofuels (Let's Explore Science)	850-899
	Going Green (Let's Explore Science)	800-849
SC.5.P.10.4 Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.	Biofuels (Let's Explore Science)	850-899

Standard: Earth and Space Science: Earth Structures		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.6.E.6.1 Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.	Earth (Skywatch)	200-249
	Hurricanes (Earth's Power)	900-949
	Continents (Landforms)	750-849
SC.6.E.6.2 Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	Earth (Skywatch)	200-249
	Volcanoes (Earth's Power)	850-899
	Hurricanes (Earth's Power)	900-949
Standard: Earth and Space Science: Earth Systems and Patterns		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.6.E.7.1 Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.	Volcanoes (Earth's Power)	850-899
SC.6.E.7.2 Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.	Hurricanes (Earth's Power)	900-949
SC.6.E.7.3 Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.		
SC.6.E.7.4 Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.		
SC.6.E.7.5 Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.		
SC.6.E.7.6 Differentiate between weather and climate.		
SC.6.E.7.7 Investigate how natural disasters have affected human life in Florida.		

Standard: Life Science: Diversity and Evolution of Living Organisms		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.6.L.15.1 Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.	Freaky Faces (Weird and Wonderful Animals)	600-699
	Speed Demons (Weird and Wonderful Animals)	600-699
	Blood Suckers (Weird and Wonderful Animals)	600-699
	Creeping Crawlers (My First Science Discovery Library)	200-249
Standard: Nature of Science: The Practice of Science		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.6.N.1.1 Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	Going Green (Let's Explore Science)	800-849
SC.6.N.1.5 Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.	Going Green (Let's Explore Science)	800-849
	Biofuels (Let's Explore Science)	850-899

Standard: Nature of Science: The Characteristics of Scientific Knowledge		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.6.N.2.2 Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.	Going Green (Let's Explore Science)	800-849

Standard: Nature of Science: The Role of Theories, Laws, Hypotheses, and Models		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.6.N.3.2 Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.	Going Green (Let's Explore Science)	800-849
Standard: Physical Science: Energy Transfer and Transformations		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.6.P.11.1 Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.	Volcanoes (Earth's Power)	850-899
	Hurricanes (Earth's Power)	900-949
Standard: Physical Science: Forces and Changes in Motion		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.6.P.13.2 Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.	Space (Skywatch)	200-249
SC.6.P.13.3 Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.	Hurricanes (Earth's Power)	900-949

Standard: Earth and Space Science: Earth Structures		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.7.E.6.1 Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.	Volcanoes (Earth's Power)	850-899
SC.7.E.6.2 Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).	Earth (Skywatch)	200-249
SC.7.E.6.3 Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.	Earth (Skywatch)	200-249
SC.7.E.6.4 Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.	Earth (Skywatch)	200-249
	Continents (Landforms)	750-849
SC.7.E.6.5 Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.	Volcanoes (Earth's Power)	850-899
	Earth (Skywatch)	200-249
	Continents (Landforms)	750-849
SC.7.E.6.6 Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	Going Green (Let's Explore Science)	800-849
	Biofuels (Let's Explore Science)	850-899
SC.7.E.6.7 Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.	Volcanoes (Earth's Power)	850-899
	Earth (Skywatch)	200-249
	Continents (Landforms)	750-849

Standard: Life Science: Diversity and Evolution of Living Organisms		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.7.L.15.1 Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.	Allossaurus (North American Dinosaurs)	600-699
	Trees Don't Freeze: A Book About Adaptations (Big Ideas for Young Scientists)	350-399
SC.7.L.15.2 Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.	Trees Don't Freeze: A Book About Adaptations (Big Ideas for Young Scientists)	350-399
SC.7.L.15.3 Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.	Trees Don't Freeze: A Book About Adaptations (Big Ideas for Young Scientists)	350-399
	Allossaurus (North American Dinosaurs)	600-699
Standard: Life Science: Heredity and Reproduction		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.7.L.16.4 Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.	Biofuels (Let's Explore Science)	850-899

Standard: Life Science: Interdependence		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.7.L.17.1 Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	Desert Dinners: Studying Food Webs in the Desert (Studying Food Webs)	600-699
SC.7.L.17.2 Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.	Freshwater Feeders: Studying Food Webs in Freshwater (Studying Food Webs)	600-699
SC.7.L.17.3 Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.	Freaky Faces (Weird and Wonderful Animals)	600-699
	Speed Demons (Weird and Wonderful Animals)	600-699
	Blood Suckers (Weird and Wonderful Animals)	600-699
	Creeping Crawlers (My First Science Discovery Library)	200-249

Standard: Nature of Science: The Practice of Science

Benchmark	Rourke Reading Web Title	Lexile Level
SC.7.N.1.1 Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	Going Green (Let's Explore Science)	800-849
SC.7.N.1.3 Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.	Biofuels (Let's Explore Science)	850-899
SC.7.N.1.4 Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.		
SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.	Biofuels (Let's Explore Science)	850-899
SC.7.N.1.6 Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.	Going Green (Let's Explore Science)	800-849
SC.7.N.1.7 Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.	Going Green (Let's Explore Science)	800-849

Standard: Nature of Science: The Characteristics of Scientific Knowledge		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.7.N.2.1 Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.	Going Green (Let's Explore Science)	800-849
Standard: Physical Science: Energy Transfer and Transformations		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.7.P.11.2 Investigate and describe the transformation of energy from one form to another.	Biofuels (Let's Explore Science)	850-899
SC.7.P.11.3 Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.		
SC.7.P.11.4 Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.	Volcanoes (Earth's Power)	850-899

Standard: Earth and Space Science: Earth in Space and Time		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.8.E.5.1 Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.	Space (Skywatch)	200-249
SC.8.E.5.2 Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.		
SC.8.E.5.3 Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.		
SC.8.E.5.4 Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.		
SC.8.E.5.5 Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).		
SC.8.E.5.6 Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.		
SC.8.E.5.7 Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	Space (Skywatch) Earth (Skywatch)	200-249
SC.8.E.5.8 Compare various historical models of the Solar System, including geocentric and heliocentric.	Space (Skywatch)	200-249
SC.8.E.5.9 Explain the impact of objects in space on each other including: 1.the Sun on the Earth including seasons and gravitational attraction 2.the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	Space (Skywatch) Earth (Skywatch)	200-249

Standard: Earth and Space Science: Earth in Space and Time (Cont.)		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.8.E.5.10 Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	Space (Skywatch)	200-249
SC.8.E.5.11 Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.		
SC.8.E.5.12 Summarize the effects of space exploration on the economy and culture of Florida.		
Standard: Life Science: Matter and Energy Transformations		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.8.L.18.2 Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.	Desert Dinners: Studying Food Webs in the Desert (Studying Food Webs) Freshwater Feeders: Studying Food Webs in Freshwater (Studying Food Webs)	600-699
SC.8.L.18.3 Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.		
SC.8.L.18.4 Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.		

Standard: Nature of Science: The Practice of Science		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.8.N.1.1 Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	Going Green (Let's Explore Science)	800-849
SC.8.N.1.4 Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.	Going Green (Let's Explore Science)	800-849
	Biofuels (Let's Explore Science)	850-899
SC.8.N.1.5 Analyze the methods used to develop a scientific explanation as seen in different fields of science.	Going Green (Let's Explore Science)	800-849
SC.8.N.1.6 Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.		
Standard: Nature of Science: The Characteristics of Scientific Knowledge		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.8.N.2.1 Distinguish between scientific and pseudoscientific ideas.	Going Green (Let's Explore Science)	800-849
SC.8.N.2.2 Discuss what characterizes science and its methods.	Biofuels (Let's Explore Science)	850-899

Standard: Nature of Science: The Role of Theories, Laws, Hypotheses, and Models		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.8.N.3.2 Explain why theories may be modified but are rarely discarded.	Biofuels (Let's Explore Science)	850-899
Standard: Nature of Science: Science and Society		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.8.N.4.1 Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.	Going Green (Let's Explore Science)	800-850
SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa.	Biofuels (Let's Explore Science)	850-899
Standard: Physical Science: Properties of Matter		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.8.P.8.4 Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.	Biofuels (Let's Explore Science)	850-899

Standard: Physical Science: Changes in Matter		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.8.P.9.1 Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.	Biofuels (Let's Explore Science)	850-899
SC.8.P.9.2 Differentiate between physical changes and chemical changes.		
SC.8.P.9.3 Investigate and describe how temperature influences chemical changes.		

Standard: Earth and Space Science: Earth in Space and Time		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.E.5.1 Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.	Space (Skywatch)	200-249
SC.912.E.5.2 Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.		
SC.912.E.5.3 Describe and predict how the initial mass of a star determines its evolution.		
SC.912.E.5.4 Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.	Space (Skywatch) Earth (Skywatch)	200-249
SC.912.E.5.5 Explain the formation of planetary systems based on our knowledge of our Solar System and apply this knowledge to newly discovered planetary systems.	Space (Skywatch)	200-249
SC.912.E.5.6 Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.		
SC.912.E.5.7 Relate the history of and explain the justification for future space exploration and continuing technology development.		

Standard: Earth and Space Science: Earth Structures

Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.E.6.1 Describe and differentiate the layers of Earth and the interactions among them.	Earth (Skywatch)	200-249
	Volcanoes (Earth's Power)	850-899
SC.912.E.6.2 Connect surface features to surface processes that are responsible for their formation.	Earth (Skywatch)	200-249
	Volcanoes (Earth's Power)	850-899
	Continents (Landforms)	750-849
SC.912.E.6.3 Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.	Earth (Skywatch)	200-249
	Volcanoes (Earth's Power)	850-899
SC.912.E.6.4 Analyze how specific geologic processes and features are expressed in Florida and elsewhere.	Earth (Skywatch)	200-249
	Volcanoes (Earth's Power)	850-899
	Continents (Landforms)	750-849
SC.912.E.6.5 Describe the geologic development of the present day oceans and identify commonly found features.	Earth (Skywatch)	200-249
	Oceans (Landforms)	750-849
SC.912.E.6.6 Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.	Biofuels (Let's Explore Science)	850-899
	Going Green (Let's Explore Science)	800-849

Standard: Earth and Space Science: Earth Systems and Patterns

Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.E.7.1 Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.	Hurricanes (Earth's Power)	900-949
	Volcanoes (Earth's Power)	850-899
SC.912.E.7.2 Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.	Oceans (Landforms)	750-849
	Hurricanes (Earth's Power)	900-949
	Volcanoes (Earth's Power)	850-899
SC.912.E.7.3 Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.	Hurricanes (Earth's Power)	900-949
	Volcanoes (Earth's Power)	850-899
SC.912.E.7.4 Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.	Oceans (Landforms)	750-849
	Continents (Landforms)	
SC.912.E.7.5 Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.	Hurricanes (Earth's Power)	900-949
SC.912.E.7.6 Relate the formation of severe weather to the various physical factors.		
SC.912.E.7.7 Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.	Going Green (Let's Explore Science)	800-849
SC.912.E.7.8 Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.		
SC.912.E.7.9 Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.	Hurricanes (Earth's Power)	900-949

Standard: Life Science: Organization and Development of Living Organisms

Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.L.14.8 Explain alternation of generations in plants.	Trees Don't Freeze: A Book About Adaptations (Big Ideas for Young Scientists)	350-399
SC.912.L.14.10 Discuss the relationship between the evolution of land plants and their anatomy.		
SC.912.L.14.13 Distinguish between bones of the axial skeleton and the appendicular skeleton.	How Muscles and Bones Hold You Up: A Book About Models (Big Ideas for Young Scientists)	400-499
SC.912.L.14.14 Identify the major bones of the axial and appendicular skeleton.		
SC.912.L.14.15 Identify major markings (such as foramina, fossae, tubercles, etc.) on a skeleton. Explain why these markings are important.		
SC.912.L.14.16 Describe the anatomy and histology, including ultra structure, of muscle tissue.		
SC.912.L.14.19 Explain the physiology of skeletal muscle.		
SC.912.L.14.20 Identify the major muscles of the human on a model or diagram.		

Standard: Life Science: Diversity and Evolution of Living Organisms		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.L.15.3 Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.	Trees Don't Freeze: A Book About Adaptations (Big Ideas for Young Scientists)	350-399
SC.912.L.15.6 Discuss distinguishing characteristics of the domains and kingdoms of living organisms.		
Standard: Life Science: Interdependence		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.L.17.3 Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.	Oceans (Landforms)	750-849
SC.912.L.17.4 Describe changes in ecosystems resulting from seasonal variations, climate change and succession.	Trees Don't Freeze: A Book About Adaptations (Big Ideas for Young Scientists)	350-399
SC.912.L.17.6 Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.	Blood Suckers (Weird and Wonderful Animals)	600-699
SC.912.L.17.7 Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.	Freshwater Feeders: Studying Food Webs in Freshwater (Studying Food Webs)	600-699
SC.912.L.17.8 Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.	Going Green (Let's Explore Science)	800-849

Standard: Life Science: Interdependence (Cont.)		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.L.17.9 Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.	Desert Dinners: Studying Food Webs in the Desert (Studying Food Webs) Freshwater Feeders: Studying Food Webs in Freshwater (Studying Food Webs)	600-699
SC.912.L.17.11 Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	Going Green (Let's Explore Science) Biofuels (Let's Explore Science)	800-849
SC.912.L.17.12 Discuss the political, social, and environmental consequences of sustainable use of land.		850-899
SC.912.L.17.13 Discuss the need for adequate monitoring of environmental parameters when making policy decisions.		
SC.912.L.17.14 Assess the need for adequate waste management strategies.	Going Green (Let's Explore Science)	800-849
SC.912.L.17.15 Discuss the effects of technology on environmental quality.	Going Green (Let's Explore Science) Biofuels (Let's Explore Science)	800-849
SC.912.L.17.16 Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.		850-899
SC.912.L.17.17 Assess the effectiveness of innovative methods of protecting the environment.		
SC.912.L.17.19 Describe how different natural resources are produced and how their rates of use and renewal limit availability.		
SC.912.L.17.20 Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.		

Standard: Nature of Science: The Practice of Science		
Benchmark	Rourke Reading Web Title	Lexile Level
<p>SC.912.N.1.1 Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> 1. pose questions about the natural world, 2. conduct systematic observations, 3. examine books and other sources of information to see what is already known, 4. review what is known in light of empirical evidence, 5. plan investigations, 6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), 7. pose answers, explanations, or descriptions of events, 8. generate explanations that explicate or describe natural phenomena (inferences), 9. use appropriate evidence and reasoning to justify these explanations to others, 10. communicate results of scientific investigations, and 11. evaluate the merits of the explanations produced by others. 	<p>Going Green (Let's Explore Science)</p> <p>Biofuels (Let's Explore Science)</p>	<p>800-849</p> <p>850-899</p>
<p>SC.912.N.1.5 Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.</p>	<p>Going Green (Let's Explore Science)</p>	<p>800-849</p>
<p>SC.912.N.1.6 Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.</p>		
<p>SC.912.N.1.7 Recognize the role of creativity in constructing scientific questions, methods and explanations.</p>		

Standard: Nature of Science: The Characteristics of Scientific Knowledge		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.N.2.2 Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.	Biofuels (Let's Explore Science)	850-899
	Going Green (Let's Explore Science)	800-849
SC.912.N.2.4 Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.	Biofuels (Let's Explore Science)	850-899
	Going Green (Let's Explore Science)	800-849
	Space (Skywatch)	200-249
SC.912.N.2.5 Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.	Going Green (Let's Explore Science)	800-849

Standard: Nature of Science: The Role of Theories, Laws, Hypotheses, and Models		
Benchmark	Rourke Reading Web Title	Lexile Level
12.N.3.1 Explain that a scientific theory is the culmination of many scientific investigations bringing together all the current evidence concerning a substantial range of phenomena; a scientific theory represents the most powerful explanation scientists have to offer.	Going Green (Let's Explore Science)	800-849
Standard: Nature of Science: Science and Society		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.N.4.1 Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.	Going Green (Let's Explore Science)	800-849
SC.912.N.4.2 Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.	Biofuels (Let's Explore Science)	850-899
Standard: Physical Science: Energy		
Benchmark	Rourke Reading Web Title	Lexile Level
SC.912.P.10.1 Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.	Biofuels (Let's Explore Science)	850-899
SC.912.P.10.4 Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.	Volcanoes (Earth's Power)	850-899
SC.912.P.10.6 Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.	Space (Skywatch)	200-249



APPENDIX 2

ROURKE READING WEB TITLES

CORRELATED
TO

FLORIDA LANGUAGE ARTS STANDARDS

Florida Language Arts Standards and Benchmarks Grades 5-12
A Correlation with Rourke Reading Web Books

Standard: Reading Process: Fluency		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.5.1.5.1 The student will demonstrate the ability to read grade level text.	Paintball	350-399
	Goalies	600-749
	Quarterbacks	600-749
	Strikers	600-749
LA.5.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style.	Pedro and the Coyote	800-849
	The Cheerleaders	800-899
	Karate	900-949
	Gymnastics	900-949
Standard: Reading Process: Vocabulary Development		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.5.1.6.1 The student will use new vocabulary that is introduced and taught directly.	Paintball	350-399
	Goalies	600-749
LA.5.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.	Quarterbacks	600-749
	Strikers	600-749
	Pedro and the Coyote	800-849
LA.5.1.6.3 The student will use context clues to determine meanings of unfamiliar words.	The Cheerleaders	800-899
	Karate	900-949
LA.5.1.6.4 the student will categorize key vocabulary and identify salient features.	Gymnastics	900-949
LA.5.1.6.5 The student will relate new vocabulary to familiar words.		
LA.5.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).		
LA.5.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.		
LA.5.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.		
LA.5.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.		
LA.5.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.		
LA.5.1.6.11 The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.		

Standard: Reading Process: Reading Comprehension		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.5.1.7.1 The student will explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399
LA.5.1.7.2 The student will identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text.		600-749
LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.		600-749
LA.5.1.7.4 The student will identify cause-and-effect relationships in text.	Pedro and the Coyote (Latin American Tales and Myths)	800-849
LA.5.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399
LA.5.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections.		600-749
LA.5.1.7.7 The student will compare and contrast elements in multiple texts.		600-749
LA.5.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		800-849
		800-849
Standard: Information and Media Literacy: Technology		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.5.6.4.1 The student will select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations).	The Internet and Email (Let's Explore Science)	800-849
LA.5.6.4.2 The student will determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.	The Internet and Email (Let's Explore Science)	800-849

Standard: Reading Process: Fluency

Benchmark	Rourke Reading Web Title	Lexile Level
LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949

Standard: Reading Process: Vocabulary Development

Benchmark	Rourke Reading Web Title	Lexile Level
LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399
LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.		600-749
LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words.		600-749
LA.6.1.6.4 The student will categorize key vocabulary and identify salient features.		600-749
LA.6.1.6.5 The student will relate new vocabulary to familiar words.		800-849
LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words.		800-899
LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.		900-949
LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings.		900-949
LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.		
LA.6.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.		
LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).		

Standard: Reading Process: Reading Comprehension

Benchmark	Rourke Reading Web Title	Lexile Level
LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949
LA.6.1.7.2 The student will 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.		
LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.		
LA.6.1.7.4 The student will identify cause-and-effect relationships in text.	Pedro and the Coyote (Latin American Tales and Myths)	800-849
LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949
LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.		
LA.6.1.7.7 The student will compare and contrast elements in multiple texts.		
LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		

Standard: Information and Media Literacy: Technology

Benchmark	Rourke Reading Web Title	Lexile Level
LA.6.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online).	The Internet and Email (Let's Explore Science)	800-849
LA.6.6.4.2 The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	The Internet and Email (Let's Explore Science)	800-849

Standard: Reading Process: Fluency		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.7.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949
Standard: Reading Process: Vocabulary Development		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399
LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.		600-749
LA.7.1.6.3 The student will use context clues to determine meanings of unfamiliar words.		600-749
LA.7.1.6.4 The student will categorize key vocabulary and identify salient features.		600-749
LA.7.1.6.5 The student will relate new vocabulary to familiar words.		800-849
LA.7.1.6.6 The student will distinguish denotative and connotative meanings of words.		800-899
LA.7.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.		900-949
LA.7.1.6.8 The student will identify advanced word/phrase relationships and their meanings.		900-949
LA.7.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.		
LA.7.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.		

Standard: Reading Process: Reading Comprehension

Benchmark	Rourke Reading Web Title	Lexile Level
LA.7.1.7.1 The student will use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949
LA.7.1.7.2 The student will analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning.		
LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.		
LA.7.1.7.4 The student will identify cause-and-effect relationships in text.	Pedro and the Coyote (Latin American Tales and Myths)	800-849
LA.7.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949
LA.7.1.7.7 The student will compare and contrast elements in multiple texts.		
LA.7.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		

Standard: Information and Media Literacy: Technology

Benchmark	Rourke Reading Web Title	Lexile Level
LA.7.6.4.1 The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations).	The Internet and Email (Let's Explore Science)	800-849
LA.7.6.4.2 The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	The Internet and Email (Let's Explore Science)	800-849

Standard: Reading Process: Fluency

Benchmark	Rourke Reading Web Title	Lexile Level
LA.8.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949
Standard: Reading Process: Vocabulary Development		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.8.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749
LA.8.1.6.3 The student will use context clues to determine meanings of unfamiliar words.		600-749 600-749
LA.8.1.6.4 The student will categorize key vocabulary and identify salient features.		800-849 800-899
LA.8.1.6.5 The student will relate new vocabulary to familiar words.		900-949 900-949
LA.8.1.6.6 The student will distinguish denotative and connotative meanings of words.		
LA.8.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.		
LA.8.1.6.8 The student will identify advanced word/phrase relationships and their meanings.		
LA.8.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.		
LA.8.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.		

Standard: Reading Process: Reading Comprehension		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.8.1.7.1 The student will use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399
LA.8.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning.		600-749
LA.8.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.		600-749
LA.8.1.7.4 The student will identify cause-and-effect relationships in text.	Pedro and the Coyote (Latin American Tales and Myths)	800-849
LA.8.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399
LA.8.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).		600-749
LA.8.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		600-749
Standard: Information and Media Literacy: Technology		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.8.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology).	The Internet and Email (Let's Explore Science)	800-849
LA.8.6.4.2 The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	The Internet and Email (Let's Explore Science)	800-849

Standard: Reading Process: Fluency

Benchmark	Rourke Reading Web Title	Lexile Level
LA.910.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949

Standard: Reading Process: Vocabulary Development

Benchmark	Rourke Reading Web Title	Lexile Level
LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949
LA.910.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text;		
LA.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words;		
LA.910.1.6.4 The student will categorize key vocabulary and identify salient features;		
LA.910.1.6.5 The student will relate new vocabulary to familiar words;		
LA.910.1.6.6 The student will distinguish denotative and connotative meanings of words;		
LA.910.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings;		
LA.910.1.6.9 The student will determine the correct meaning of words with multiple meanings in context;		
LA.910.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		

Standard: Reading Process: Reading Comprehension		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.910.1.7.1 The student will use background knowledge of subject and related content areas, pre-reading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949
LA.910.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;		
LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;		
LA.910.1.7.4 The student will identify cause-and-effect relationships in text;	Pedro and the Coyote (Latin American Tales and Myths)	800-849
LA.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949
LA.910.1.7.7 The student will compare and contrast elements in multiple texts; and		
LA.910.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		
Standard: Information and Media Literacy: Technology		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.910.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and	The Internet and Email (Let's Explore Science)	800-849
LA.910.6.4.2 The student will routinely use digital tools for publication, communication and productivity.	The Internet and Email (Let's Explore Science)	800-849

Standard: Reading Process: Fluency

Benchmark	Rourke Reading Web Title	Lexile Level
LA.1112.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399 600-749 600-749 600-749 800-849 800-899 900-949 900-949

Standard: Reading Process: Vocabulary Development

Benchmark	Rourke Reading Web Title	Lexile Level
LA.1112.1.6.1 The student will use new vocabulary that is introduced and taught directly.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399
LA.1112.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.		600-749
LA.1112.1.6.3 The student will use context clues to determine meanings of unfamiliar words.		600-749
LA.1112.1.6.4 The student will categorize key vocabulary and identify salient features.		600-749
LA.1112.1.6.5 The student will relate new vocabulary to familiar words.		800-849
LA.1112.1.6.6 The student will distinguish denotative and connotative meanings of words.		800-899
LA.1112.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.		900-949
LA.1112.1.6.8 The student will identify advanced word/phrase relationships and their meanings.		900-949
LA.1112.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.		
LA.1112.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.		

Standard: Reading Process: Reading Comprehension		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.1112.1.7.1 The student will use background knowledge of subject and related content areas, pre-reading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399
LA.1112.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.		600-749
LA.1112.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.		600-749
LA.1112.1.7.4 The student will identify cause-and-effect relationships in text.	Pedro and the Coyote (Latin American Tales and Myths)	800-849
LA.1112.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.	Paintball Goalies Quarterbacks Strikers Pedro and the Coyote The Cheerleaders Karate Gymnastics	350-399
LA.1112.1.7.7 The student will compare and contrast elements in multiple texts.		600-749
LA.1112.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		600-749
Standard: Information and Media Literacy: Technology		
Benchmark	Rourke Reading Web Title	Lexile Level
LA.1112.6.4.1 The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations).	The Internet and Email (Let's Explore Science)	800-849