

READS Kindergarten

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Kindergarten	READS	SSS	AASL
	The student will:		
Read as a personal activity			
K.1.1 Select and read fiction and nonfiction at an appropriate reading level.	K.1.1.1 Choose easy fiction resources to read.	LA.K.2.1.4	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	K.1.1.2 Choose easy nonfiction resources to read.	LA.K.2.2.3	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
K.1.2 Select listening and viewing resources for enjoyment and information.	K.1.2.1 Participate in listening and viewing activities (e.g., story times, music).	LA.5.2.2	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
K.1.3 Use community resources for recreational and informational needs.	K.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	K.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
K.2.1 Identify and critically analyze literary and media themes and genres.	K.2.1.1 Identify basic characteristics of literary and media genres (e.g., nursery rhymes, fairy tales).	LA.K.2.1.1	AASL 4.2.4
	K.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., happiness, friendship).		AASL 4.2.4
K.2.2 Recognize that social, cultural, political and historical	K.2.2.1 Identify historically and culturally significant works in various formats (e.g., Mother Goose rhymes, cumulative tales).	LA.K.2.1.5	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4

events influence ideas and information.	K.2.2.2 Explore cultures through literature and other creative works.	LA.K.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
K.2.3 Appreciate literary and artistic excellence.	K.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Caldecott Medal winners).	LA.K.2.1.2	
Analyze structure and aesthetic features of creative works			
K.3.1 Identify and analyze a creator's purpose and style.	K.3.1.1 Identify an author's or illustrator's purpose and make predictions about the text.	LA.K.1.7.1 LA.K.1.7.4	AASL 4.3.2
	K.3.1.2 Identify an author's or illustrator's style (e.g., use of rhymes, descriptive language).	LA.K.2.1.3	AASL 4.1.3
K.3.2 Understand the literary techniques and complexities of a work.	K.3.2.1 Identify main idea and supporting details of a work (e.g., who, what, where, when, how) and arrange events in sequence.	LA.K.1.7.3 LA.K.6.3.2	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	K.3.2.2 Describe the characters and setting of the work.	LA.K.2.1.2	AASL 4.1.3
Develop a literary-based product			
K.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	K.4.1.1 Use a teacher or librarian selected method to present an original work or a response to a creative work.	LA.K.6.2.3	AASL 3.2.3
K.4.2 Organize product, working in a group or individually.	K.4.2.1 Connect thoughts and oral language to generate a response to a work read aloud or viewed with teacher or librarian guidance.	LA.K.3.1.1	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	K.4.2.2 Organize information for clarity, coherence, and emphasis to produce a teacher or librarian directed product.	LA.K.3.2.1 LA.K.3.2.2	AASL 2.1.4 AASL 3.1.4
	K.4.2.3 Revise product by adding details or checking for correct sequence with teacher or librarian guidance.	LA.K.3.3.1	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5
K.4.3 Communicate original work or response to creative works, working in a group or individually.	K.4.3.1 Convey ideas and experiences based on creative works (e.g., retell main events in a story, recite nursery rhymes, draw picture).	LA.K.3.1.2 LA.K.3.5.1 LA K.4.2.1 LA K.4.3.1 LA K.5.2.5 LA K.5.2.6 LA K.6.4.1	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8

Score reading progress			
K.5.1 Develop lifelong reading through participation in motivation programs and activities.	K.5.1.1 Participate in library media activities and reading celebrations (e.g., story times, puppet plays).	LA.K.2.1.10 LA.K.2.2.5	AASL 3.2.1 AASL 4.4.2
	K.5.1.2 Participate in structured independent reading programs (e.g., Florida Reading Association Children's Book Award).	LA.K.2.1.10 LA.K.2.2.5	AASL 4.3.3 AASL 4.4.6
K.5.2 Monitor individual reading progress.	K.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., read directional signs).	LA.K.1.5.1 LA.K.1.7.8 LA.K.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2

READS

Grade One

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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First Grade	READS	SSS	AASL
	The student will:		
Read as a personal activity			
1.1.1 Select and read fiction and nonfiction at an appropriate reading level.	1.1.1.1 Choose easy fiction resources to read based on interest or curriculum need.	LA.1.2.1.6	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	1.1.1.2 Choose easy nonfiction resources to read based on interest or curriculum need.	LA.1.2.2.2	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
1.1.2 Select listening and viewing resources for enjoyment and information.	1.1.2.1 Participate in listening and viewing activities (e.g., story times, music).	LA.1.1.6.2 LA 1.5.2.3	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
1.1.3 Use community resources for recreational and informational needs.	1.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	1.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
1.2.1 Identify and critically analyze literary and media themes and genres.	1.2.1.1 Identify basic characteristics of literary and media genres (e.g., nursery rhymes, fairy tales).	LA.1.2.1.1	AASL 4.2.4
	1.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., happiness, friendship).		AASL 4.2.4
1.2.2 Recognize that social, cultural, political and historical	1.2.2.1 Identify and select historically and culturally significant works in various formats (e.g., Mother Goose rhymes, talking animal tales).	LA.1.2.1.5	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4

events influence ideas and information.	1.2.2.2 Explore cultures through literature and other creative works.	LA.1.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
1.2.3 Appreciate literary and artistic excellence.	1.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Caldecott Medal winners).	LA.1.2.1.2	
Analyze structure and aesthetic features of creative works			
1.3.1 Identify and analyze a creator's purpose and style.	1.3.1.1 Identify an author's or illustrator's purpose and make predictions about the text.	LA.1.1.7.1 LA.1.1.7.8	AASL 4.3.2
	1.3.1.2 Identify an author's or illustrator's style (e.g., use of rhymes, descriptive language).	LA.1.2.1.4	AASL 4.1.3
1.3.2 Understand the literary techniques and complexities of a work.	1.3.2.1 Identify main idea and supporting details of a work (e.g., who, what, where, when, how) and arrange events in sequence.	LA.1.1.7.3 LA.1.1.7.4 LA.1.1.7.7 LA.1.2.1.2	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	1.3.2.2 Describe the characters and setting of the work.	LA.1.2.1.3	AASL 4.1.3
Develop a literary-based product			
1.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	1.4.1.1 Use a teacher or librarian selected method to present an original work or a response to a creative work.	LA.1.3.5.1 LA.1.6.3.3 LA.1.6.4.1 LA.1.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
1.4.2 Organize product, working in a group or individually.	1.4.2.1 Generate ideas for original story or response to a work read aloud or viewed using a graphic organizer (e.g., story map) with teacher or librarian guidance.	LA.1.3.1.1	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	1.4.2.2 Organize ideas and information for clarity, coherence, and emphasis to produce a teacher or librarian directed product.	LA.1.3.2.1 LA.1.3.2.2	AASL 2.1.4 AASL 3.1.4
	1.4.2.3 Revise product by adding details or checking for correct sequence with teacher or librarian guidance.	LA.1.3.3.1	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5
1.4.3 Communicate original work or response to creative works, working in a group or individually.	1.4.3.1 Communicate ideas and experiences based on creative works either orally, visually or in writing with teacher and/or librarian assistance.	LA.1.1.6.2 LA.1.2.1.2 LA.1.2.1.5	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8

Score reading progress			
1.5.1 Develop lifelong reading through participation in motivation programs and activities.	1.5.1.1 Participate in library media activities and reading celebrations (e.g., character parades, puppet plays).	LA.1.2.1.10 LA.1.2.2.5	AASL 3.2.1 AASL 4.4.2
	1.5.1.2 Participate in structured independent reading programs (e.g., Florida Reading Association Children's Book Award).	LA.1.2.1.10 LA.1.2.2.5	AASL 4.3.3 AASL 4.4.6
1.5.2 Monitor individual reading progress.	1.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., read directional signs).	LA.1.1.5.1 LA.1.1.7.8 LA.1.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2

READS

Grade Two

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Second Grade	READS	SSS	AASL
	The student will:		
Read as a personal activity			
2.1.1 Select and read fiction and nonfiction at an appropriate reading level.	2.1.1.1 Choose age and ability appropriate fiction resources to read based on interest or curriculum need.	LA.2.2.1.8	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	2.1.1.2 Choose age and ability appropriate nonfiction resources to read based on interest or curriculum need.	LA.2.2.2.4	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
2.1.2 Select listening and viewing resources for enjoyment and information.	2.1.2.1 Participate in listening and viewing activities (e.g., story times, read-alouds, music).	LA.2.1.6.2 LA.2.5.2.3	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
2.1.3 Use community resources for recreational and informational needs.	2.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	2.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
2.2.1 Identify and critically analyze literary and media themes and genres.	2.2.1.1 Identify basic characteristics of literary and media genres (e.g., folktales, pourquoi stories, fables).	LA.2.2.1.1	AASL 4.2.4
	2.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., honesty, love).	LA.2.1.7.6 LA.2.2.1.4	AASL 4.2.4
2.2.2 Recognize that social, cultural, political and historical	2.2.2.1 Identify and select historically and culturally significant works in various formats (e.g., trickster stories, African American tales).	LA.2.2.1.5	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4

events influence ideas and information.	2.2.2.2 Explore cultures through literature and other creative works.	LA.2.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
2.2.3 Appreciate literary and artistic excellence.	2.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Florida Reading Association Awards).	LA.2.2.1.2	
	2.2.3.2 Begin to identify the concept of intellectual freedom.	LA.2.6.2.4 LA.2.6.3.1 LA.2.6.3.2	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3
Analyze structure and aesthetic features of creative works			
2.3.1 Identify and analyze a creator's purpose and style.	2.3.1.1 Identify an author's or illustrator's purpose and make predictions about the text.	LA.2.1.7.1 LA.2.1.7.2	AASL 4.3.2
	2.3.1.2 Identify an author's or illustrator's style (e.g., use of rhymes, descriptive language, medium).	LA.2.2.1.3 LA.2.2.1.7	AASL 4.1.3
2.3.2 Understand the literary techniques and complexities of a work.	2.3.2.1 Summarize main idea and supporting details of a work (e.g., who, what, where, when, how) and arrange events in sequence.	LA.2.1.7.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	2.3.2.2 Describe the characters and setting of a work.	LA. 2.2.1.2	AASL 4.1.3
Develop a literary-based product			
2.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	2.4.1.1 Use a teacher or librarian selected method to present an original work or a response to a creative work.	LA.2.3.5.1 LA.2.6.3.3 LA.2.6.4.1 LA.2.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
2.4.2 Organize product, working in a group or individually.	2.4.2.1 Generate ideas for an original work or response to a work read aloud or viewed using a graphic organizer (e.g., webbing) or brainstorming with teacher or librarian guidance.	LA.2.3.1.1 LA.2.3.1.2	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	2.4.2.2 Organize ideas and information for clarity, coherence, and emphasis to produce a teacher or librarian directed product.	LA.2.3.2.1 LA.2.3.2.2	AASL 2.1.4 AASL 3.1.4
	2.4.2.3 Revise product by adding details and checking work against a teacher or librarian produced rubric.	LA.2.3.3.1 LA.2.3.3.4	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5

2.4.3 Communicate original work or response to creative works, working in a group or individually.	2.4.3.1 Communicate orally, visually, or in writing ideas and experiences based on creative works with teacher and/or librarian guidance.	LA.2.1.6.2 LA.2.2.1.2 LA.2.2.1.5	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8
2.4.4 Demonstrate knowledge of legal and ethical usage of creative works.	2.4.4.1 Identify legal and ethical usage guidelines for copyrighted resources.	LA.2.6.3.1 LA.2.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
Score reading progress			
2.5.1 Develop lifelong reading through participation in motivation programs and activities.	2.5.1.1 Participate in library media activities and reading celebrations (e.g., character parades, author visits).	LA.2.2.1.10 LA.2.2.2.5	AASL 3.2.1 AASL 4.4.2
	2.5.1.2 Participate in structured independent reading programs (e.g., Florida Reading Association Children's Book Award).	LA.2.2.1.10 LA.2.2.2.5	AASL 4.3.3 AASL 4.4.6
2.5.2 Monitor individual reading progress.	2.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., reading menus and magazines).	LA.2.1.5.1 LA.2.1.7.8 LA.2.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2

READS Grade Three

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Third Grade	READS	SSS	AASL
	The student will:		
Read as a personal activity			
3.1.1 Select and read fiction and nonfiction at an appropriate reading level.	3.1.1.1 Choose age and ability appropriate fiction resources to read based on interest or curriculum need.	LA.3.2.1.8	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	3.1.1.2 Choose age and ability appropriate nonfiction resources to read based on interest or curriculum need.	LA.3.2.2.5	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
3.1.2 Select listening and viewing resources for enjoyment and information.	3.1.2.1 Participate in listening and viewing activities (e.g., read-alouds, music).	LA.3.5.2.1	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
3.1.3 Use community resources for recreational and informational needs.	3.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	3.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Florida Department of Environmental Protection – Kids’ Page).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
3.2.1 Identify and critically analyze literary and media themes and genres.	3.2.1.1 Identify basic characteristics of literary and media genres (e.g., folktales, fables, poetry).	LA.3.2.1.1	AASL 4.2.4
	3.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., beauty, truth).	LA.3.1.7.6 LA.3.2.1.4	AASL 4.2.4
3.2.2 Recognize that social, cultural, political and historical	3.2.2.1 Identify historically and culturally significant works in various formats (e.g., Haiku poetry, Aesop’s fables, Andersen’s fairy tales).	LA.3.2.1.5	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4

events influence ideas and information.	3.2.2.2 Expand knowledge of other cultures through creative and literary works.	LA.3.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
3.2.3 Appreciate literary and artistic excellence.	3.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Jane Addams Book Award winners).	LA.3.2.1.2	
	3.2.3.2 Begin to identify the concept of intellectual freedom.	LA.3.6.2.4 LA.3.6.3.1 LA.3.6.3.2	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3
Analyze structure and aesthetic features of creative works			
3.3.1 Identify and analyze a creator's purpose and style.	3.3.1.1 Identify an author's or illustrator's purpose and make predictions about the work.	LA.3.1.7.1 LA.3.1.7.2	AASL 4.3.2
	3.3.1.2 Identify an author's or illustrator's style (e.g., use of rhymes, descriptive language, medium).	LA.3.2.1.3 LA.3.2.1.7	AASL 4.1.3
3.3.2 Understand the literary techniques and complexities of a work.	3.3.2.1 Determine main idea, supporting details, and inferred message of a work and arrange events in chronological order.	LA.3.1.7.3 LA.3.6.3.1	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	3.3.2.2 Compare story elements (e.g., characters, setting, problems) in two works.	LA.3.1.7.7 LA.3.2.1.2	AASL 4.1.3
Develop a literary-based product			
3.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	3.4.1.1 Choose a method to present an original work or a response to a creative work from teacher or librarian choices.	LA.3.3.5.1 LA.3.6.3.3 LA.3.6.4.1 LA.3.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
	3.4.1.2 Begin to identify the strengths and weaknesses of presentation methods.	LA.3.3.5.1 LA.3.6.3.3 LA.3.6.4.1 LA.3.6.4.2	AASL 2.1.4
3.4.2 Organize product, working in a group or individually.	3.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer (e.g., webbing) or brainstorming..	LA.3.3.1.1 LA.3.3.1.2	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	3.4.2.2 Organize ideas and information for clarity, coherence, and emphasis to produce a product using an appropriate format.	LA.3.3.2.1 LA.3.3.2.2	AASL 2.1.4 AASL 3.1.4
	3.4.2.3 Revise and evaluate product by checking work against a teacher or librarian produced rubric.	LA.3.3.3.1 LA.3.3.3.4	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5

3.4.3 Communicate original work or response to creative works, working in a group or individually.	3.4.3.1 Use the writing process, oral, or visual techniques to create original products or responses to creative works.	LA.3.1.6.2 LA.3.2.1.2 LA.3.2.1.5	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8
3.4.4 Demonstrate knowledge of legal and ethical usage of creative works.	3.4.4.1 Identify legal and ethical usage guidelines for copyrighted resources.	LA.3.6.3.1 LA.3.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
	3.4.4.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title).	LA.3.6.2.4 LA.3.6.3.1 LA.3.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6
Score reading progress			
3.5.1 Develop lifelong reading through participation in motivation programs and activities.	3.5.1.1 Participate in library media activities and reading celebrations (e.g., character parades, author visits).	LA.3.2.1.10 LA.3.2.2.5	AASL 3.2.1 AASL 4.4.2
	3.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award Program).	LA.3.2.1.10 LA.3.2.2.5	AASL 4.3.3 AASL 4.4.6
3.5.2 Monitor individual reading progress.	3.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., reading menus and magazines).	LA.3.1.5.1 LA.3.1.7.8 LA.3.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2

READS Grade Four

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Fourth Grade	READS	SSS	AASL
	The student will:		
Read as a personal activity			
4.1.1 Select and read fiction and nonfiction at an appropriate reading level.	4.1.1.1 Choose age and ability appropriate fiction resources to read based on interest or curriculum need.	LA.4.2.1.9	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	4.1.1.2 Choose age and ability appropriate nonfiction resources to read based on interest or curriculum need.	LA.4.2.2.5	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
4.1.2 Select listening and viewing resources for enjoyment and information.	4.1.2.1 Participate in listening and viewing activities (e.g., read-alouds, music).	LA.4.5.2.3	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
4.1.3 Use community resources for recreational and informational needs.	4.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	4.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Florida Memory Project).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
4.2.1 Identify and critically analyze literary and media themes and genres.	4.2.1.1 Identify distinguishing characteristics of literary and media genres (e.g., historical fiction, adventure).	LA.4.2.1.1	AASL 4.2.4
	4.2.1.2 Identify literary themes in print, nonprint, and digital resources (e.g., friendship, courage, loyalty).	LA.4.1.7.6 LA.4.2.1.4	AASL 4.2.4
4.2.2 Recognize that social, cultural, political and historical	4.2.2.1 Identify historically and culturally significant works in various formats (e.g., Haiku poetry, American tall tales).	LA.4.2.1.5 LA.4.2.1.8	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4

events influence ideas and information.	4.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	LA.4.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
4.2.3 Appreciate literary and artistic excellence.	4.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Hans Christian Andersen Award winners).	LA.4.2.1.2	
	4.2.3.2 Begin to identify the concept of intellectual freedom.	LA.4.6.2.4 LA.4.6.3.1 LA.4.6.3.2	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1
Analyze structure and aesthetic features of creative works			
4.3.1 Identify and analyze a creator's purpose and style.	4.3.1.1 Identify an author's or illustrator's purpose and make predictions and inferences about the work.	LA.4.1.7.2	AASL 4.3.2
	4.3.1.2 Identify an author's or illustrator's style (e.g., use of descriptive language, medium).	LA.4.2.1.3 LA.4.2.1.7	AASL 4.1.3
4.3.2 Understand the literary techniques and complexities of a work.	4.3.2.1 Determine main idea, supporting details, and inferred message of a work and arrange events in chronological order.	LA.4.1.7.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	4.3.2.2 Compare story elements (e.g., characters, setting, problems) in two works.	LA. 4.1.7.7 LA. 4.2.1.2	AASL 4.1.3
Develop a literary-based product			
4.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	4.4.1.1 Choose a method to present an original work or a response to a creative work from teacher or librarian choices.	LA.4.3.5.1 LA.4.6.3.3 LA.4.6.4.1 LA.4.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
	4.4.1.2 Identify the strengths and weaknesses of presentation methods.	LA.4.3.5.1 LA.4.6.3.3 LA.4.6.4.1 LA.4.6.4.2	AASL 2.1.4

4.4.2 Organize product, working in a group or individually.	4.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer (e.g. webbing), group discussion, or brainstorming.	LA.4.3.1.1 LA.4.3.1.2	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	4.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	LA.4.3.2.1 LA.4.3.2.2 LA.4.3.2.3	AASL 2.1.4 AASL 3.1.4
	4.4.2.3 Revise and evaluate product by checking work against a teacher or librarian produced rubric or peer review.	LA.4.3.3.1 LA.4.3.3.2 LA.4.3.3.3 LA.4.3.3.4	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5
4.4.3 Communicate original work or response to creative works, working in a group or individually.	4.4.3.1 Use the writing process, oral, or visual techniques to create original products or responses to creative works.	LA.4.1.6.2 LA.4.2.1.2 LA.4.2.1.5	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8
4.4.4 Demonstrate knowledge of legal and ethical usage of creative works.	4.4.4.1 Identify legal and ethical usage guidelines for copyrighted resources.	LA.4.6.3.1 LA.4.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
	4.4.4.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title, copyright date).	LA.4.6.2.4 LA.4.6.3.1 LA.4.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6
Score reading progress			
4.5.1 Develop lifelong reading through participation in motivation programs and activities.	4.5.1.1 Participate in library media activities and reading celebrations (e.g., family literacy night, author visits).	LA.4.2.1.10 LA.4.2.2.5	AASL 3.2.1 AASL 4.4.2
	4.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	LA.4.2.1.10 LA.4.2.2.5	AASL 4.3.3 AASL 4.4.6
4.5.2 Monitor individual reading progress.	4.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing magazines and television advertisements).	LA.4.1.5.1 LA.4.1.7.8 LA.4.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2
	4.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i>) (optional).	LA.4.2.1.10 LA.4.2.2.5	AASL 4.3.3 AASL 4.4.6

READS

Grade Five

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Fifth Grade	READS	SSS	AASL
	The student will:		
Read as a personal activity			
5.1.1 Select and read fiction and nonfiction at an appropriate reading level.	5.1.1.1 Choose age and ability appropriate fiction resources to read based on interest or curriculum need.	LA.5.2.1.9	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	5.1.1.2 Choose age and ability appropriate nonfiction resources to read based on interest or curriculum need.	LA.5.2.2.5	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
5.1.2 Select listening and viewing resources for enjoyment and information.	5.1.2.1 Participate in listening and viewing activities (e.g., read-alouds, music).	LA.5.5.2.1	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
5.1.3 Use community resources for recreational and informational needs.	5.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	5.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., National Museum of Natural History, Challenger Center).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
5.2.1 Identify and critically analyze literary and media themes and genres.	5.2.1.1 Compare and contrast literary and media genres (e.g., historical fiction, fantasy, short stories).	LA.5.2.1.1	AASL 4.2.4
	5.2.1.2 Identify and explain literary themes in print, nonprint, and digital resources (e.g., friendship, courage, loyalty).	LA.5.1.7.6 LA.5.2.1.4	AASL 4.2.4
5.2.2 Recognize that social, cultural, political and historical	5.2.2.1 Identify historically and culturally significant works in various formats (e.g., limericks, Native American tales).	LA.5.2.1.5 LA.5.2.1.8	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4

events influence ideas and information.	5.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	LA.5.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
5.2.3 Appreciate literary and artistic excellence.	5.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Newbery Medal winners).	LA.5.2.1.2	
	5.2.3.2 Identify the concept of intellectual freedom.	LA.5.6.2.4 LA.5.6.3.1 LA.5.6.3.2	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1
Analyze structure and aesthetic features of creative works			
5.3.1 Identify and analyze a creator's purpose and style.	5.3.1.1 Use prior knowledge to identify an author's or illustrator's purpose and make predictions and inferences about the work.	LA.5.1.7.1 LA.5.1.7.2	AASL 4.3.2
	5.3.1.2 Identify an author's or illustrator's style (e.g., use of descriptive language, medium).	LA.5.2.1.3 LA.5.2.1.7	AASL 4.1.3
5.3.2 Understand the literary techniques and complexities of a work.	5.3.2.1 Determine main idea, supporting details and inferred message of a work and arrange events in chronological order.	LA.5.1.7.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	5.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	LA. 5.1.7.7 LA. 5.2.1.2	AASL 4.1.3
	5.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	LA. 5.1.7.4 LA. 5.1.7.5	AASL 1.1.7 AASL 4.2.3
Develop a literary-based product			
5.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	5.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	LA.5.3.5.1 LA.5.6.3.3 LA.5.6.4.1 LA.5.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
	5.4.1.2 Consider the strengths and weaknesses of presentation methods for final selection.	LA.5.3.5.1 LA.5.6.3.3 LA.5.6.4.1 LA.5.6.4.2	AASL 2.1.4

5.4.2 Organize product, working in a group or individually.	5.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	LA.5.3.1.1 LA.5.3.1.2	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	5.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	LA.5.3.2.1 LA.5.3.2.2 LA.5.3.2.3	AASL 2.1.4 AASL 3.1.4
	5.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	LA.5.3.3.1 LA.5.3.3.2 LA.5.3.3.3 LA.5.3.3.4	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5
5.4.3 Communicate original work or response to creative works, working in a group or individually.	5.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	LA.5.1.6.2 LA.5.2.1.2 LA.5.2.1.5	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8
5.4.4 Demonstrate knowledge of legal and ethical usage of creative works.	5.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	LA.5.6.3.1 LA.5.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
	5.4.4.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	LA.5.6.2.4 LA.5.6.3.1 LA.5.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6
Score reading progress			
5.5.1 Develop lifelong reading through participation in motivation programs and activities.	5.5.1.1 Participate in library media activities and reading celebrations (e.g., family literacy night, author visits).	LA.5.2.1.10 LA.5.2.2.5	AASL 3.2.1 AASL 4.4.2
	5.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	LA.5.2.1.10 LA.5.2.2.5	AASL 4.3.3 AASL 4.4.6
5.5.2 Monitor individual reading progress.	5.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing magazines and television advertisements).	LA.5.1.5.1 LA.5.1.7.8 LA.5.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2
	5.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i>) (optional).	LA.5.2.1.10 LA.5.2.2.5	AASL 4.3.3 AASL 4.4.6

READS Grade Six

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Sixth Grade	READS	SSS	AASL
	The student will:		
Read as a personal activity			
6.1.1 Select and read fiction and nonfiction at an appropriate reading level.	6.1.1.1 Choose age and ability appropriate fiction resources to read based on interest or curriculum need.	LA.6.2.1.10	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	6.1.1.2 Choose age and ability appropriate nonfiction resources to read based on interest or curriculum need.	LA.6.2.2.5	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
6.1.2 Select listening and viewing resources for enjoyment and information.	6.1.2.1 Participate in listening and viewing activities (e.g., read-alouds, music).	LA.6.5.2.1	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
6.1.3 Use community resources for recreational and informational needs.	6.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	6.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Library of Congress Memory Project).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
6.2.1 Identify and critically analyze literary and media themes and genres.	6.2.1.1 Compare and contrast literary and media genres (e.g., historical fiction, fantasy, short stories).	LA.6.2.1.1	AASL 4.2.4
	6.2.1.2 Explain and compare literary themes and symbols in print, nonprint, and digital resources (e.g., good v. evil, man v. nature).	LA.6.1.7.6 LA.6.2.1.4	AASL 4.2.4
6.2.2 Recognize that social, cultural, political and historical	6.2.2.1 Identify and compare a variety of historically and culturally significant works in various formats (e.g., Greek and Roman mythology).	LA.6.2.1.8 LA.6.2.1.9	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4

events influence ideas and information.	6.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	LA.6.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
6.2.3 Appreciate literary and artistic excellence.	6.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Sunshine State Young Reader's Award winners).	LA.6.2.1.2	
	6.2.3.2 Identify for the concept of intellectual freedom.	LA.6.6.2.4 LA.6.6.3.1 LA.6.6.3.2	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1
Analyze structure and aesthetic features of creative works			
6.3.1 Identify and analyze a creator's purpose and style.	6.3.1.1 Use prior knowledge to determine purpose and to make complex predictions and inferences about the work.	LA.6.1.7.1 LA.6.1.7.2	AASL 4.3.2
	6.3.1.2 Identify an author's or illustrator's style (e.g., use of descriptive language, medium).	LA.6.2.1.3 LA.6.2.1.7 LA.6.2.1.8	AASL 4.1.3
6.3.2 Understand the literary techniques and complexities of a work.	6.3.2.1 Determine main idea, supporting details and inferred message of a work and arrange events in chronological order.	LA.6.1.7.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	6.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	LA.6.1.7.7 LA.6.2.1.2	AASL 4.1.3
	6.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	LA.6.1.7.4 LA.6.1.7.5	AASL 1.1.7 AASL 4.2.3
Develop a literary-based product			
6.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	6.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	LA.6.3.5.1 LA.6.6.3.3 LA.6.6.4.1 LA.6.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
	6.4.1.2 Consider the strengths and weaknesses of presentation methods for final selection.	LA.6.3.5.1 LA.6.6.3.3 LA.6.6.4.1 LA.6.6.4.2	AASL 2.1.4

6.4.2 Organize product, working in a group or individually.	6.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	LA.6.3.1.1 LA.6.3.1.2 LA.6.3.1.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	6.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	LA.6.3.2.1 LA.6.3.2.2 LA.6.3.2.3 LA.6.6.3.2	AASL 2.1.4 AASL 3.1.4
	6.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	LA.6.3.3.1 LA.6.3.3.2 LA.6.3.3.3 LA.6.3.3.4	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5
6.4.3 Communicate original work or response to creative works, working in a group or individually.	6.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	LA.6.1.6.2 LA.6.2.1.2 LA.6.2.1.5	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8
6.4.4 Demonstrate knowledge of legal and ethical usage of creative works.	6.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	LA.6.6.3.1 LA.6.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
	6.4.4.2 Show respect for intellectual property rights by creating bibliographies of sources used.	LA.6.6.2.4 LA.6.6.3.1 LA.6.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6
Score reading progress			
6.5.1 Develop lifelong reading through participation in motivation programs and activities.	6.5.1.1 Participate in library media activities and reading celebrations (e.g., School Library Media Month celebrations).	LA.6.2.1.10 LA.6.2.2.5	AASL 3.2.1 AASL 4.4.2
	6.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	LA.6.2.1.10 LA.6.2.2.5	AASL 4.3.3 AASL 4.4.6
6.5.2 Monitor individual reading progress.	6.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing political cartoons and television programs).	LA.6.1.5.1 LA.6.1.7.8 LA.6.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2
	6.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i>) (optional).	LA.6.2.1.10 LA.6.2.2.5	AASL 4.3.3 AASL 4.4.6

READS

Grade Seven

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Seventh Grade	READS	SSS	AASL
	The student will:		
Read as a personal activity			
7.1.1 Select and read fiction and nonfiction at an appropriate reading level.	7.1.1.1 Choose age and ability appropriate fiction resources to read based on interest or curriculum need.	LA.7.2.1.10	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	7.1.1.2 Choose age and ability appropriate nonfiction resources to read based on interest or curriculum need.	LA.7.2.2.5	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
7.1.2 Select listening and viewing resources for enjoyment and information.	7.1.2.1 Participate in listening and viewing activities (e.g., read-alouds, music).	LA.7.5.2.1	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
7.1.3 Use community resources for recreational and informational needs.	7.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	7.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., National Museum of African Art, National Zoological Park).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
7.2.1 Identify and critically analyze literary and media themes and genres.	7.2.1.1 Compare and contrast literary and media genres (e.g., adventure, mystery, documentary).	LA.7.2.1.1	AASL 4.2.4
	7.2.1.2 Explain and compare literary themes in print, nonprint, and digital resources (e.g., good v. evil, man v. nature).	LA.7.1.7.6 LA.7.2.1.4	AASL 4.2.4

7.2.2 Recognize that social, cultural, political and historical events influence ideas and information.	7.2.2.1 Identify and compare historically and culturally significant works in various formats (e.g., political cartoons, African American handmade quilts).	LA.7.2.1.8 LA.7.2.1.9	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4
	7.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	LA.7.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
7.2.3 Appreciate literary and artistic excellence.	7.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Edgar Allen Poe Award winners).	LA.7.2.1.2	
	7.2.3.2 Acknowledge the importance of intellectual freedom.	LA.7.6.2.4 LA.7.6.3.1 LA.7.6.3.2	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1
Analyze structure and aesthetic features of creative works			
7.3.1 Identify and analyze a creator's purpose and style.	7.3.1.1 Use prior knowledge to determine purpose and to make complex predictions and inferences about the work.	LA.7.1.7.1 LA. 7.1.7.2	AASL 4.3.2
	7.3.1.2 Identify an author's or illustrator's style (e.g., use of descriptive language, medium).	LA.7.2.1.3 LA.7.2.1.7 LA.7.2.1.9	AASL 4.1.3
7.3.2 Understand the literary techniques and complexities of a work.	7.3.2.1 Determine main idea, supporting details, and inferred message of a work and arrange events in chronological order.	LA.7.1.7.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	7.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	LA.7.1.7.7 LA.7.2.1.2	AASL 4.1.3
	7.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	LA.7.1.7.4 LA.7.1.7.5	AASL 1.1.7 AASL 4.2.3
Develop a literary-based product			
7.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	7.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	LA.7.3.5.1 LA.7.6.3.3 LA.7.6.4.1 LA.7.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
	7.4.1.2 Use knowledge of the strengths and weaknesses of presentation methods in final selection.	LA.7.3.5.1 LA.7.6.3.3 LA.7.6.4.1 LA.7.6.4.2	AASL 2.1.4

7.4.2 Organize product, working in a group or individually.	7.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	LA.7.3.1.1 LA.7.3.1.2 LA.7.3.1.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	7.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	LA.7.3.2.1 LA.7.3.2.2 LA.7.3.2.3 LA. 7.6.3.2	AASL 2.1.4 AASL 3.1.4
	7.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	LA.7.3.3.1 LA.7.3.3.2 LA.7.3.3.3 LA.7.3.3.4	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5
7.4.3 Communicate original work or response to creative works, working in a group or individually.	7.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	LA.7.2.1.6 LA.7.5.2.2 LA.7.5.2.3	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8
7.4.4 Demonstrate knowledge of legal and ethical usage of creative works.	7.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	LA.7.6.3.1 LA.7.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
	7.4.4.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	LA.7.6.2.4 LA.7.6.3.1 LA.7.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6
Score reading progress			
7.5.1 Develop lifelong reading through participation in motivation programs and activities.	7.5.1.1 Participate in library media activities and reading celebrations (e.g., School Library Media Month celebrations).	LA.7.2.1.10 LA.7.2.2.5	AASL 3.2.1 AASL 4.4.2
	7.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	LA.7.2.1.10 LA.7.2.2.5	AASL 4.3.3 AASL 4.4.6
7.5.2 Monitor individual reading progress.	7.5.2.1 Identify applications for improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing political cartoons and television programs).	LA.7.1.5.1 LA.7.1.7.8 LA.7.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2
	7.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i>) (optional).	LA.7.2.1.10 LA.7.2.2.5	AASL 4.3.3 AASL 4.4.6

READS Grade Eight

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Eighth Grade	READS	SSS	AASL
	The student will:		
Read as a personal activity			
8.1.1 Select and read fiction and nonfiction at an appropriate reading level.	8.1.1.1 Choose age and ability appropriate fiction resources to read based on interest or curriculum need.	LA.8.2.1.10	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	8.1.1.2 Choose age and ability appropriate nonfiction resources to read based on interest or curriculum need.	LA.8.2.2.5	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
8.1.2 Select listening and viewing resources for enjoyment and information.	8.1.2.1 Participate in listening and viewing activities (e.g., podcasts, music).	LA.8.5.2.1 LA.8.5.2.2	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
8.1.3 Use community resources for recreational and informational needs.	8.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	8.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Louvre, National Gallery of Art).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
8.2.1 Identify and critically analyze literary and media themes and genres.	8.2.1.1 Analyze literary and media genres (e.g., drama, biography, documentary).	LA.8.2.1.1	AASL 4.2.4
	8.2.1.2 Explain and compare literary themes and symbols in print, nonprint, and digital resources (e.g., ability of human spirit to rise above grief and loss).	LA.8.1.7.6 LA.8.2.1.4 LA.8.2.1.6	AASL 4.2.4

8.2.2 Recognize that social, cultural, political and historical events influence ideas and information.	8.2.2.1 Identify and compare historically and culturally significant works in various formats (e.g., Hispanic poetry and situational comedies).	LA.8.2.1.8 LA.8.2.1.9	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4
	8.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	LA.8.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
8.2.3 Appreciate literary and artistic excellence.	8.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Laura Ingalls Wilder Award winners).	LA.8.2.1.2	
	8.2.3.2 Acknowledge the importance of intellectual freedom.	LA.8.6.2.4 LA.8.6.3.1 LA.8.6.3.2	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1
Analyze structure and aesthetic features of creative works			
8.3.1 Identify and analyze a creator's purpose and style.	8.3.1.1 Use prior and background knowledge to determine purpose and to make complex predictions and inferences about the work.	LA.8.1.7.1 LA.8.1.7.2	AASL 4.3.2
	8.3.1.2 Identify an author's or illustrator's style (e.g., use of descriptive language, medium).	LA.8.2.1.3 LA.8.2.1.7 LA.8.2.1.9	AASL 4.1.3
8.3.2 Understand the literary techniques and complexities of a work.	8.3.2.1 Determine main idea and supporting details of a work through inferring, paraphrasing, and summarizing.	LA.8.1.7.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	8.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	LA.8.1.7.7 LA.8.2.1.2	AASL 4.1.3
	8.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	LA.8.1.7.4 LA.8.1.7.5	AASL 1.1.7 AASL 4.2.3
Develop a literary-based product			
8.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	8.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	LA.8.3.5.1 LA.8.6.3.3 LA.8.6.4.1 LA.8.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
	8.4.1.2 Use knowledge of the strengths and weaknesses of presentation methods in final selection.	LA.8.3.5.1 LA.8.6.3.3 LA.8.6.4.1 LA.8.6.4.2	AASL 2.1.4

8.4.2 Organize product, working in a group or individually.	8.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	LA.8.3.1.1 LA.8.3.1.2 LA.8.3.1.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	8.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	LA.8.3.2.1 LA.8.3.2.2 LA.8.3.2.3 LA.8.6.3.2	AASL 2.1.4 AASL 3.1.4
	8.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	LA.8.3.3.1 LA.8.3.3.2 LA.8.3.3.3 LA.8.3.3.4	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5
8.4.3 Communicate original work or response to creative works, working in a group or individually.	8.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works (e.g., literary karaoke).	LA.8.2.1.6 LA.8.5.2.2 LA.8.5.2.3	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8
8.4.4 Demonstrate knowledge of legal and ethical usage of creative works.	8.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	LA.8.6.3.1 LA.8.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
	8.4.4.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources, note in-text citations, and cite quotations when appropriate.	LA.8.6.2.4 LA.8.6.3.1 LA.8.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6
Score reading progress			
8.5.1 Develop lifelong reading through participation in motivation programs and activities.	8.5.1.1 Participate in library media activities and reading celebrations (e.g., televised book talks or reviews).	LA.8.2.1.10 LA.8.2.2.5	AASL 3.2.1 AASL 4.4.2
	8.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	LA.8.2.1.10 LA.8.2.2.5	AASL 4.3.3 AASL 4.4.6
8.5.2 Monitor individual reading progress.	8.5.2.1 Engage in improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing career and subject specific magazines).	LA.8.1.5.1 LA.8.1.7.8 LA.8.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2
	8.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i>) (optional).	LA.8.2.1.10 LA.8.2.2.5	AASL 4.3.3 AASL 4.4.6

READS

Grades Nine and Ten

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Ninth and Tenth Grades	READS	SSS	AASL
	The student will:		
Read as a personal activity			
910.1.1 Select and read fiction and nonfiction at an appropriate reading level.	910.1.1.1 Choose age and ability appropriate fiction resources to read based on interest or curriculum need.	LA.910.2.1.10	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	910.1.1.2 Choose age and ability appropriate nonfiction resources to read based on interest or curriculum need.	LA.910.2.2.5	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
910.1.2 Select listening and viewing resources for enjoyment and information.	910.1.2.1 Participate in listening and viewing activities (e.g., podcasts, music).	LA.910.5.2.1	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
910.1.3 Use community resources for recreational and informational needs.	910.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	910.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., National Portrait Gallery, Museum of Modern Art).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
910.2.1 Identify and critically analyze literary and media themes and genres.	910.2.1.1 Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).	LA.910.2.1.1	AASL 4.2.4
	910.2.1.2 Analyze universal themes and symbols in print, nonprint, and digital resources (e.g., transforming quality of culture).	LA.910.1.7.6 LA.910.2.1.4	AASL 4.2.4

910.2.2 Recognize that social, cultural, political and historical events influence ideas and information.	910.2.2.1 Analyze and compare a variety of historically and culturally significant works in various formats (e.g., Impressionist paintings, Shakespeare's plays and sonnets).	LA.910.2.1.8 LA.910.2.1.9	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4
	910.2.2.2 Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.	LA.910.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
910.2.3 Appreciate literary and artistic excellence.	910.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pura Belpré Award winners).	LA.910.2.1.2	
	910.2.3.2 Demonstrate a knowledge of and respect for the concept of intellectual freedom.	LA.910.6.2.4 LA.910.6.3.1 LA.910.6.3.2	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1
Analyze structure and aesthetic features of creative works			
910.3.1 Identify and analyze a creator's purpose and style.	910.3.1.1 Use prior and background knowledge to determine purpose and to make complex predictions and inferences about the work.	LA.910.1.7.1 LA.910.1.7.2	AASL 4.3.2
	910.3.1.2 Identify an author's or illustrator's style (e.g., use of descriptive language, medium).	LA.910.2.1.3 LA.910.2.1.7 LA.910.2.1.9	AASL 4.1.3
910.3.2 Understand the literary techniques and complexities of a work.	910.3.2.1 Determine main idea and supporting details of a work through inferring, paraphrasing, and summarizing.	LA.910.1.7.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	910.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	LA.910.1.7.7 LA.910.2.1.5	AASL 4.1.3
	910.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	LA.910.1.7.4 LA.910.1.7.5	AASL 1.1.7 AASL 4.2.3
Develop a literary-based product			
910.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	910.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	LA.910.3.5.1 LA.910.6.3.3 LA.910.6.4.1 LA.910.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
	910.4.1.2 Use knowledge of the strengths and weaknesses of presentation methods in final selection.	LA.910.3.5.1 LA.910.6.3.3 LA.910.6.4.1 LA.910.6.4.2	AASL 2.1.4

910.4.2 Organize product, working in a group or individually.	910.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	LA.910.3.1.1 LA.910.3.1.2 LA.910.3.1.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	910.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	LA.910.3.2.1 LA.910.3.2.2 LA.910.3.2.3 LA.910.6.3.2	AASL 2.1.4 AASL 3.1.4
	910.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	LA.910.3.3.1 LA.910.3.3.2 LA.910.3.3.3 LA.910.3.3.4	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5
910.4.3 Communicate original work or response to creative works, working in a group or individually.	910.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works (e.g., literary karaoke).	LA.910.2.1.6 LA.910.5.2.2 LA.910.5.2.3	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8
910.4.4 Demonstrate knowledge of legal and ethical use of creative works.	910.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	LA.910.6.3.1 LA.910.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
	910.4.4.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources, note in-text citations, and cite quotations when appropriate.	LA.910.6.2.4 LA.910.6.3.1 LA.910.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6
Score reading progress			
910.5.1 Develop lifelong reading through participation in motivation programs and activities.	910.5.1.1 Participate in library media activities and reading celebrations (e.g., Banned Book Week activities).	LA.910.2.1.10 LA.910.2.2.5	AASL 3.2.1 AASL 4.4.2
	910.5.1.2 Participate in structured independent reading programs (e.g., Florida Teens Read).	LA.910.2.1.10 LA.910.2.2.5	AASL 4.3.3 AASL 4.4.6
910.5.2 Monitor individual reading progress.	910.5.2.1 Engage in improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing career and technical journals).	LA.910.1.5.1 LA.910.1.7.8 LA.910.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2
	910.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i>) (optional).	LA.910.2.1.10 LA.910.2.2.5	AASL 4.3.3 AASL 4.4.6

READS

Grades Eleven and Twelve

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Eleventh and Twelfth Grades	READS	SSS	AASL
	The student will:		
Read as a personal activity			
1112.1.1 Select and read fiction and nonfiction at an appropriate reading level.	1112.1.1.1 Choose age and ability appropriate fiction resources to read based on interest or curriculum need.	LA.1112.2.1.10	AASL 4.1.1 AASL 4.1.2 AASL 4.2.4 AASL 4.4.1
	1112.1.1.2 Choose age and ability appropriate nonfiction resources to read based on interest or curriculum need.	LA.1112.2.2.5	AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.2.4 AASL 4.4.1
1112.1.2 Select listening and viewing resources for enjoyment and information.	1112.1.2.1 Choose age and ability appropriate resources for listening and viewing activities (e.g., podcasts, music).	LA.1112.5.2.1	AASL 4.1.1 AASL 4.1.3 AASL 4.4.1
1112.1.3 Use community resources for recreational and informational needs.	1112.1.3.1 Visit the school or public library to check out materials.		AASL 4.1.1 AASL 4.1.4 AASL 4.2.4 AASL 4.3.3 AASL 4.4.1
	1112.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Smithsonian museums, Museum of Science and Industry).		AASL 4.1.1 AASL 4.1.4 AASL 4.2.1 AASL 4.2.2 AASL 4.3.3 AASL 4.4.1
Explore characteristics, history, and awards of creative works			
1112.2.1 Identify and critically analyze literary and media themes and genres.	1112.2.1.1 Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).	LA.1112.2.1.1	AASL 4.2.4
	1112.2.1.2 Analyze universal themes and symbols in print, nonprint, and digital resources (e.g., modern alienation from the natural world).	LA.1112.1.7.6 LA.1112.2.1.4	AASL 4.2.4

1112.2.2 Recognize that social, cultural, political and historical events influence ideas and information.	1112.2.2.1 Analyze and compare a variety of historically and culturally significant works in various formats (e.g., films noir, Greek plays).	LA.1112.2.1.8 LA.1112.2.1.9	AASL 3.3.2 AASL 4.2.3 AASL 4.4.4
	1112.2.2.2 Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.	LA.1112.2.1.2	AASL 4.1.2 AASL 4.1.4 AASL 4.1.5 AASL 4.2.1 AASL 4.2.2 AASL 4.2.3 AASL 4.3.3 AASL 4.4.4
1112.2.3 Appreciate literary and artistic excellence.	1112.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pulitzer Prize winners).	LA.1112.2.1.2	
	1112.2.3.2 Demonstrate a knowledge of and respect for the concept of intellectual freedom.	LA.1112.6.2.4 LA.1112.6.3.1 LA.1112.6.3.2	AASL 3.3.1 AASL 3.3.7 AASL 4.1.2 AASL 4.1.3 AASL 4.2.3 AASL 4.3.1
Analyze structure and aesthetic features of creative works			
1112.3.1 Identify and analyze a creator's purpose and style.	1112.3.1.1 Use prior and background knowledge to determine purpose and to make complex predictions and inferences about the work.	LA.1112.1.7.1 LA.1112.1.7.2	AASL 4.3.2
	1112.3.1.2 Identify an author's or illustrator's style (e.g., use of descriptive language, medium).	LA.1112.2.1.3 LA.1112.2.1.7 LA.1112.2.1.9	AASL 4.1.3
1112.3.2 Understand the literary techniques and complexities of a work.	1112.3.2.1 Determine main idea and supporting details of a work through inferring, paraphrasing, and summarizing.	LA.1112.1.7.3	AASL 1.1.7 AASL 2.1.2 AASL 4.1.3
	1112.3.2.2 Compare and contrast story elements (e.g., characters, setting, problems) in multiple works.	LA.1112.1.7.7 LA.1112.2.1.2	AASL 4.1.3
	1112.3.2.3 Distinguish contrasting points of view and perspective in ideas and information.	LA.1112.1.7.4 LA.1112.1.7.5	AASL 1.1.7 AASL 4.2.3
Develop a literary-based product			
1112.4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.	1112.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	LA.1112.3.5.1 LA.1112.6.3.3 LA.1112.6.4.1 LA.1112.6.4.2	AASL 2.1.4 AASL 3.2.2 AASL 3.2.3
	1112.4.1.2 Use knowledge of the strengths and weaknesses of presentation methods in final selection.	LA.1112.3.5.1 LA.1112.6.3.3 LA.1112.6.4.1 LA.1112.6.4.2	AASL 2.1.4

1112.4.2 Organize product, working in a group or individually.	1112.4.2.1 Generate ideas for an original work or a response to a work read or viewed using a graphic organizer, group discussion, or brainstorming.	LA.1112.3.1.1 LA.1112.3.1.2 LA.1112.3.1.3	AASL 3.1.4 AASL 3.3.1 AASL 4.1.8 AASL 4.4.3
	1112.4.2.2 Organize ideas and information for clarity, coherence, emphasis, and logical sequence to produce a product.	LA.1112.3.2.1 LA.1112.3.2.2 LA.1112.3.2.3 LA.1112.6.3.2	AASL 2.1.4 AASL 3.1.4
	1112.4.2.3 Revise and evaluate product by checking work (e.g., rubric, peer review, checklist).	LA.1112.3.3.1 LA.1112.3.3.2 LA.1112.3.3.3 LA.1112.3.3.4	AASL 1.4.2 AASL 3.4.2 AASL 3.4.3 AASL 4.4.5
1112.4.3 Communicate original work or response to creative works, working in a group or individually.	1112.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create original products or responses to creative works.	LA.1112.2.1.6 LA.1112.5.2.2 LA.1112.5.2.3	AASL 2.1.6 AASL 2.2.4 AASL 3.1.3 AASL 3.1.4 AASL 4.1.8
1112.4.4 Demonstrate knowledge of legal and ethical usage of creative works.	1112.4.4.1 Practice legal and ethical usage of copyrighted resources appropriate to format.	LA.1112.6.3.1 LA.1112.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6
	1112.4.4.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources, note in-text citations, and cite quotations when appropriate.	LA.1112.6.2.4 LA.1112.6.3.1 LA.1112.6.3.2	AASL 1.3.1 AASL 1.3.3 AASL 2.3.1 AASL 3.1.6
Score reading progress			
1112.5.1 Develop lifelong reading through participation in motivation programs and activities.	1112.5.1.1 Participate in library media activities and reading celebrations (e.g., Banned Book Week activities).	LA.1112.2.1.10 LA.1112.2.2.5	AASL 3.2.1 AASL 4.4.2
	1112.5.1.2 Participate in structured independent reading programs (e.g., Florida Teens Read).	LA.1112.2.1.10 LA.1112.2.2.5	AASL 4.3.3 AASL 4.4.6
1112.5.2 Monitor individual reading progress.	1112.5.2.1 Engage in improving lifelong information and communications technology literacy skills by relating reading/viewing to real world situations (e.g., critiquing career and technical journals).	LA.1112.1.5.1 LA.1112.1.7.8 LA.1112.6.1.3	AASL 2.3.1 AASL 3.1.5 AASL 3.4.1 AASL 4.1.2
	1112.5.2.2 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i>) (optional).	LA.1112.2.1.10 LA.1112.2.2.5	AASL 4.3.3 AASL 4.4.6