



# Journey Through the B.E.S.T. Standards for English Language Arts

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# What are the Standards?

The standards are student-centered expectations from which all curriculum, instruction and assessments are based. The standards are what the state has revised.

## Curriculum

How are the standards incorporated into the classroom?



Sometimes confused with “standards,” curriculum is the means or the instructional material by which the standards are taught.

## Instruction

How is instruction a part of the standards?



Instruction is the teacher’s delivery and strategies used to implement the curriculum and standards.

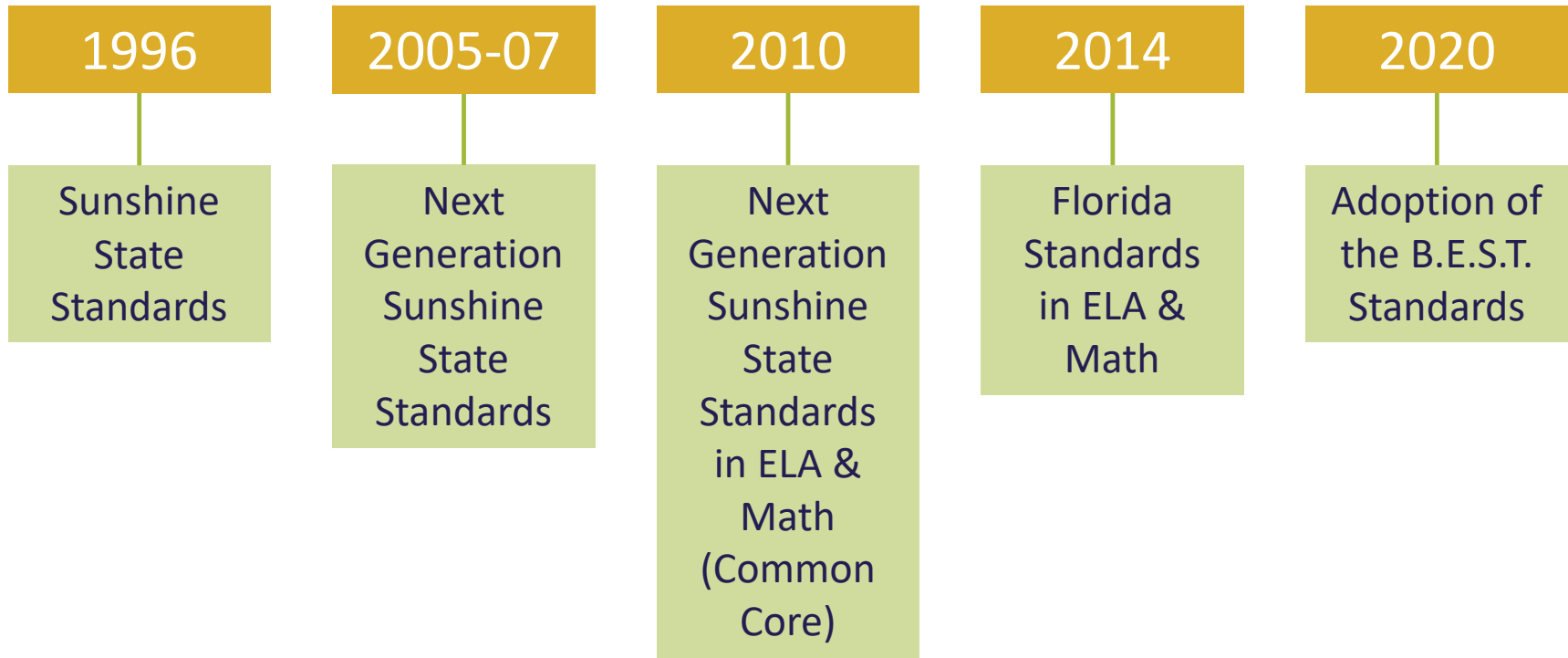
## Assessment

How are assessments related to the standards?



Assessments provide feedback to teachers, parents and students on a student’s level of mastery of the standards.

# History of Statewide Student Standards in Florida



***The B.E.S.T. Standards were  
created by Florida educators  
for Florida students.***

[bit.ly/FDOEBESTELA](https://bit.ly/FDOEBESTELA)





**WHAT'S  
NEW?**

- ELA Expectations
- Benchmark Clarifications
- Stackable Benchmarks
- Literary Time Periods
- ELA & Civics Booklists
- Rhetoric (starting in 6<sup>th</sup>)
- Secondary Foundations
- Reasoning
- Reading and Writing Connection
- Comprehensive Glossary



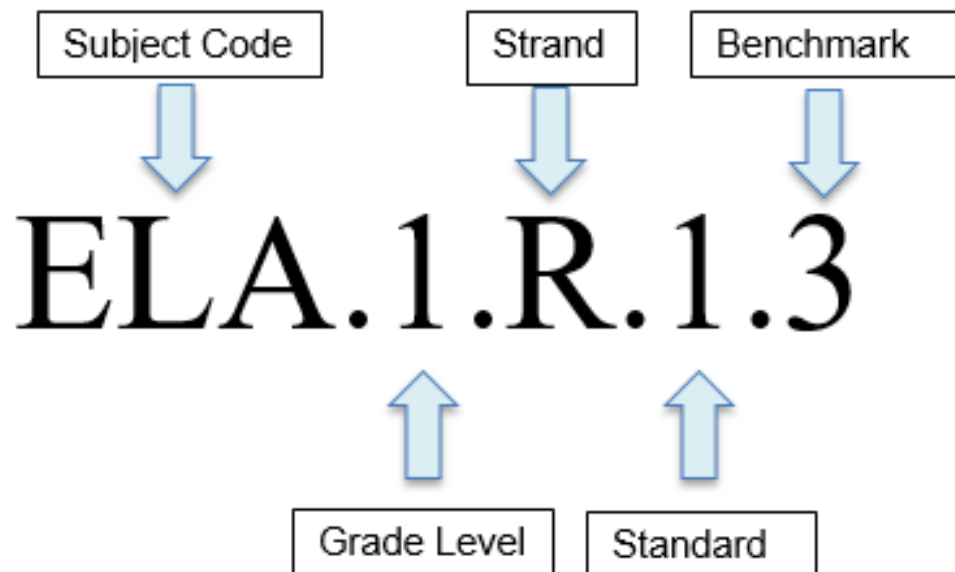
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# Coding Scheme



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*Coding Scheme*



Strands:

- |    |                  |
|----|------------------|
| F  | Foundations      |
| R  | Reading          |
| C  | Communication    |
| V  | Vocabulary       |
| EE | ELA Expectations |



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# Standards Map



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## Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3



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# Design of the B.E.S.T. ELA Standards

# Underlying Premises of Florida's B.E.S.T. ELA Standards

- English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.
- Back-to-basics building foundational reading skills
- The standards are clear and concise so they are easily understood by every stakeholder.
- The texts students read are meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.
- Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

# Clarifications

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ELA Standards

## Design of Standards

The standards are designed to be user-friendly, so every stakeholder will understand what students are expected to master. Taken together, the **benchmarks, clarifications, and appendices** represent the expected outcomes for the students of Florida and carry the full weight of the standards.



# Using Clarifications

## *ELA.2.C.5 Creating and Collaborating*

### *Multimedia*

ELA.2.C.5.1: Use one or more multimedia element(s) to enhance oral or written tasks.

### Benchmark Clarifications:

*Clarification 1:* Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.

# Benchmarks and Clarifications

**ELA.7.R.1.2:** Compare two or more themes and their development throughout a literary text.

## Benchmark Clarifications:

*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.

*Clarification 2:* Students should continue to work with the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.





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# Unwrapping & Unpacking Standards



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## Shifts





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# Crosswalk





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# ELA Expectations

# ELA Expectations

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Standards for  
ELA

<b>ELA Expectation</b>	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.



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# Foundations

“Benchmarks for the standards are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities to address skill gaps from previous grades.”

B.E.S.T. Standards



# Florida's

## FORMULA FOR SUCCESS

$$6 + 4 + T1 + T2 + T3$$

**6**

COMPONENTS

Oral Language Development
Phonological Awareness
Phonics
Fluency
Vocabulary
Comprehension

**4**

TYPES OF ASSESSMENTS

Screening
Progress Monitoring
Diagnostic
Summative

**T1**

CORE

Explicit and Systematic
Scaffolded
Differentiated
Content-Rich
Write in response to reading

**T2**

INTERVENTION

Explicit and Systematic
Small Group targeted instruction
Multiple opportunities to practice targeted skill(s)/feedback
Occurs in addition to Tier 1

**T3**

INTENSIVE INTERVENTION

Explicit and Systematic
Small Group and/or one-one instruction
More guided practice
Immediate corrective feedback
Frequent progress monitoring
Occurs in addition to Tier 1 and Tier 2

# Tier 1 is Key!





## “A rising tide lifts all boats.”



# Elementary Foundational Standards

- Print Concepts
- Phonological Awareness
- Phonics and Word Analysis
- Fluency

## Science of Reading



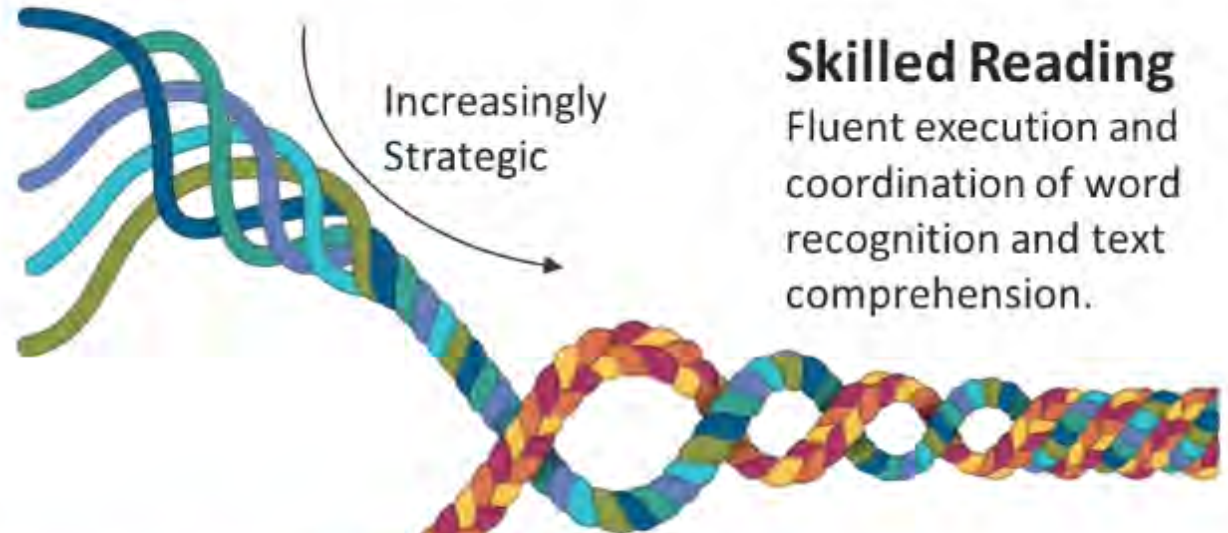
## Secondary Foundational Standards

- Phonological Awareness
- Phonics and Word Analysis
- Encoding
- Fluency

*\*Secondary foundational standards will only appear in elective remedial reading course descriptions.*

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 In S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

# Foundational Instruction Matters

In the early grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. “Readers who have strong decoding skills can figure out unfamiliar words so quickly that the process requires no conscious effort,” says Dr. Holly Lane, Director, University of Florida Literacy Institute. When decoding is effortless, a reader’s limited working memory is freed up so the reader can focus on meaning.

-Florida’s B.E.S.T. Standards: English Language Arts (page 6)



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# Spiraled Standards in a Vertical Progression

# Spiraled Standards in a Vertical Progression

## R.2.2 Central Idea

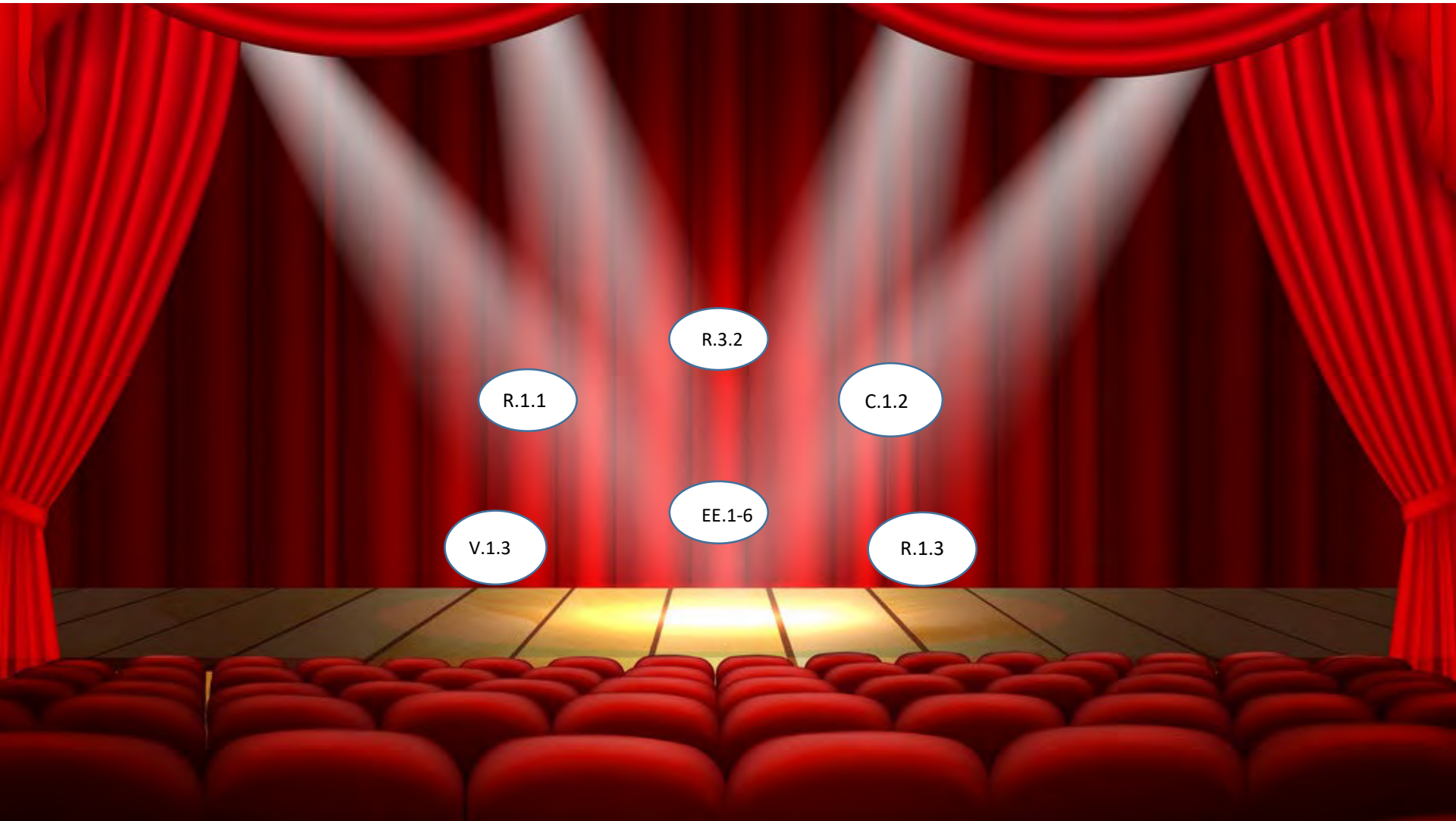
ELA.12.R.2.2	Evaluate how an author develops the central idea(s), identifying <b>how the author could make the support more effective.</b>
ELA.11.R.2.2	Analyze the central idea(s) <b>of speeches and essays from the Classical Period.</b>
ELA.10.R.2.2	Analyze the central idea(s) of <b>historical American speeches and essays.</b>
ELA.9.R.2.2	<b>Evaluate</b> the support an author uses to develop the central idea(s) throughout a text.
ELA.8.R.2.2	<b>Analyze</b> two or more central ideas and their development throughout a text.
ELA.7.R.2.2	<b>Compare two or more</b> central ideas and their development throughout a text.
ELA.6.R.2.2	<b>Analyze</b> the central idea(s), implied or explicit, <b>and its development throughout</b> a text.
ELA.5.R.2.2	Explain how relevant details support the <b>central idea(s)</b> , implied or explicit.
ELA.4.R.2.2	<b>Explain</b> how relevant details support the central idea, <b>implied or explicit.</b>
ELA.3.R.2.2	Identify the central idea and <b>explain how</b> relevant details <b>support that idea</b> in a text.
ELA.2.R.2.2	Identify the <b>central idea</b> and relevant details in a text.
ELA.1.R.2.2	Identify the topic of and <b>relevant</b> details in a text.
ELA.K.R.2.2	<b>Identify the topic of and multiple details in a text.</b>



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# Stacking Benchmarks





**Spotlight Benchmark:**

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

a. Use main story elements at the beginning, middle, and end for a literary text.

**Purpose of Stack:**

The purpose of this stack is for students to retell a story in written form focused on the setting, characters, sequence of events, and moral of the story, *The Tale of Peter Rabbit*.

**Benchmarks:**

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

a. Use main story elements at the beginning, middle, and end for a literary text.

- ELA.1.R.1.1 Identify and describe the main story elements in a story.
- ELA.1.R.1.2: Identify and explain the moral of a story.
- ELA.K12.EE.3.1 Make inferences to support comprehension.
- ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Outcomes:**

Students will be guided to read each text considering each text's plot structure and main story elements (setting, characters, and sequence of events of a story), characters' perspectives and theme.



**Possible Text(s )**

*The Tale of Peter Rabbit* by Beatrix Potter

**Possible Duration:**

1-2 days



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# Text Selection

## What is a text?

“For the purposes of text within the standards, the full breadth of the term *text* is intended. The standards are meant to prepare students to interpret a variety of texts in a variety of formats. In planning instruction, make sure that students are exposed to a diverse selection of quality texts.”

ELA B.E.S.T. Standards



# Literary Periods

## Why are literary periods important?

### **Restore Context:**

Knowing the timeframe of when the text was written gives us insight on why an author included certain content, his/her perspective, and social issues during that time.

We encounter works from the time frame we are reading in rather than the time frame the work was written.



# Literary Periods

**Grades 9-12**

## Literary Periods

Classical (1200 BCE–455 CE)		Medieval (455 CE–1485 CE)		Renaissance (1300–1660)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> <li>• Focus on balance and form</li> <li>• Emphasis on reason vs. irrationality/chaos</li> <li>• Incorporation of myth</li> <li>• Direct expression</li> <li>• Emergence of conventions such as the deus ex machina and the chorus</li> <li>• Emphasis on the relationship of man to the gods</li> </ul>	<ul style="list-style-type: none"> <li>• Plato</li> <li>• Socrates</li> <li>• Aristotle</li> <li>• Aesop</li> <li>• Euripides</li> <li>• Aeschylus</li> <li>• Sophocles</li> <li>• Homer</li> <li>• Sappho</li> <li>• Virgil</li> <li>• Ovid</li> </ul>	<ul style="list-style-type: none"> <li>• Starts with a continuation of the focus on the epic hero</li> <li>• “Epics” are written in the vernacular and do not follow all of the features of classical epics</li> <li>• Later in the period, a shift in focus to everyday, common people</li> <li>• Dictated memoirs</li> </ul>	<ul style="list-style-type: none"> <li>• Author Unknown - Beowulf</li> <li>• Author Unknown - Gawain poet</li> <li>• Author Unknown - The Nibelungenlied</li> <li>• Dante Alighieri</li> <li>• Geoffrey Chaucer</li> <li>• Geoffrey of Monmouth</li> <li>• Giovanni Boccaccio</li> <li>• Marco Polo</li> <li>• Margery Kempe</li> <li>• Omar Khayyam</li> <li>• Thomas Malory</li> </ul>	<ul style="list-style-type: none"> <li>• New thinking, innovation and philosophy</li> <li>• A “rebirth” returning to many of the ideas of the Classical period</li> <li>• Focus on philosophy</li> <li>• Humanistic ideals</li> <li>• Greater reproduction and distribution of literature because of invention of the printing press</li> <li>• Recovery of ancient texts</li> </ul>	<ul style="list-style-type: none"> <li>• Ben Johnson</li> <li>• Christopher Marlowe</li> <li>• Edmund Spenser</li> <li>• John Donne</li> <li>• John Milton</li> <li>• Miguel de Cervantes</li> <li>• Moliere</li> <li>• Niccolo Machiavelli</li> <li>• Petrarch</li> <li>• Thomas More</li> <li>• William Shakespeare</li> </ul>

# Literary Periods

Grades 9-12

Grades 6-12 (Focus for 6-8)



Restoration and 18th Century (1660–1790)		Colonial and Early National (1600–1830)		Romantic (1790–1870)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> <li>• A great age of satire in English literature, including a flowering of comic drama</li> <li>• Revival of classical models (Dryden did a famous translation of The Aeneid, Pope of The Odyssey)</li> <li>• Rise of the novel as a major literary form</li> <li>• Concern over the boundary between reason and madness</li> </ul>	<ul style="list-style-type: none"> <li>• John Dryden</li> <li>• William Congreve</li> <li>• John Gay</li> <li>• Daniel Defoe</li> <li>• Alexander Pope</li> <li>• Jonathan Swift</li> <li>• Thomas Gray</li> <li>• Samuel Johnson</li> </ul>	<ul style="list-style-type: none"> <li>• Puritan influence strongest during first part of period</li> <li>• Largely marked by short prose</li> <li>• Rooted in colonial and early national beliefs</li> <li>• Inspired by cultural, societal, and political forces</li> <li>• Rhetorical devices and persuasive writing techniques</li> <li>• The rise of the short story as a form</li> </ul>	<ul style="list-style-type: none"> <li>• Alexander Hamilton</li> <li>• Anne Bradstreet</li> <li>• Benjamin Franklin</li> <li>• Cotton Mather</li> <li>• James Madison</li> <li>• Johnathan Edwards</li> <li>• Olaudah Equiano</li> <li>• Phillis Wheatley</li> <li>• Thomas Paine</li> <li>• Washington Irving</li> <li>• William Cullen Bryant</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on imaginative freedom and modern individualism</li> <li>• Experiments with form and style</li> <li>• Inspired by nature, emotion, and sensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Alfred Lord Tennyson</li> <li>• Bronte Sisters</li> <li>• Charles Dickens</li> <li>• Edgar Allan Poe</li> <li>• Emily Dickinson</li> <li>• Henry David Thoreau</li> <li>• Jane Austin</li> <li>• John Keats</li> <li>• Nathaniel Hawthorne</li> <li>• Ralph Waldo Emerson</li> <li>• Walt Whitman</li> <li>• William Wordsworth</li> <li>• Samuel Taylor Coleridge</li> </ul>



# Literary Periods

## Grades 6-12 (Focus for 6-8)

Realism and Naturalism (1870–1910)		Modernist (1910–1945)		Contemporary (1945–Present)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> <li>• Focus on real life experiences and human frailty</li> <li>• In American Realism, focus on regional culture</li> <li>• Emphasis on social commentary</li> </ul>	<ul style="list-style-type: none"> <li>• Abraham Lincoln</li> <li>• Booker T. Washington</li> <li>• Edith Wharton</li> <li>• Jack London</li> <li>• James Weldon Johnson</li> <li>• Mark Twain</li> <li>• Nelly Bly</li> <li>• Stephen Crane</li> <li>• Theodore Dreiser</li> <li>• W.E.B. DuBois</li> <li>• Willa Cather</li> </ul>	<ul style="list-style-type: none"> <li>• Strong reactions to established religious, political, and social views</li> <li>• Thematic, formal and stylistic innovation</li> </ul>	<ul style="list-style-type: none"> <li>• e.e. cummings</li> <li>• Ernest Hemingway</li> <li>• F. Scott Fitzgerald</li> <li>• John Steinbeck</li> <li>• Langston Hughes</li> <li>• Richard Wright</li> <li>• Robert Frost</li> <li>• Sinclair Lewis</li> <li>• William Faulkner</li> <li>• Zora Neal Hurston</li> <li>• T.S. Eliot</li> </ul>	<ul style="list-style-type: none"> <li>• Because of globalization and on-demand printing, the contemporary period is too broad in scope to be defined by common features.</li> </ul>	<ul style="list-style-type: none"> <li>• Adrienne Rich</li> <li>• Alice Walker</li> <li>• Anne Sexton</li> <li>• Elizabeth Bishop</li> <li>• Eudora Welty</li> <li>• Flannery O'Connor</li> <li>• Gwendolyn Brooks</li> <li>• James Baldwin</li> <li>• Lorraine Hansberry</li> <li>• Ray Bradbury</li> <li>• Tennessee Williams</li> </ul>

# Infusion of Literary Periods

## *Comparative Reading*

**ELA.12.R.3.3: Analyze the influence of classic literature on contemporary world texts.**

### **Benchmark Clarifications:**

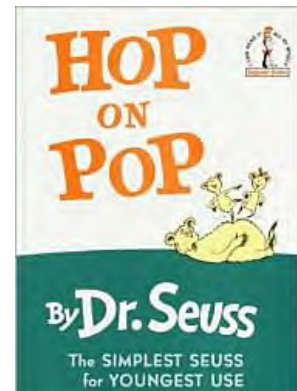
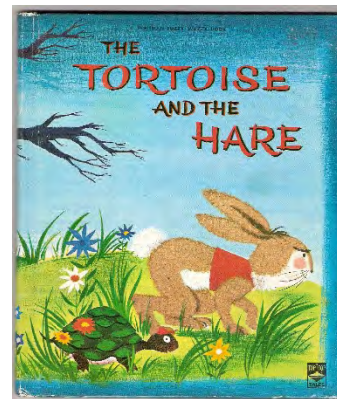
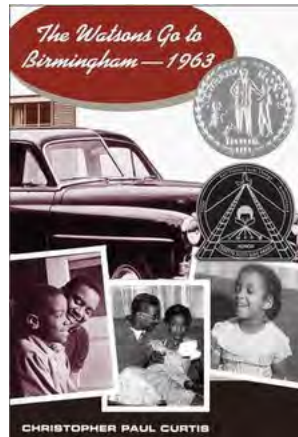
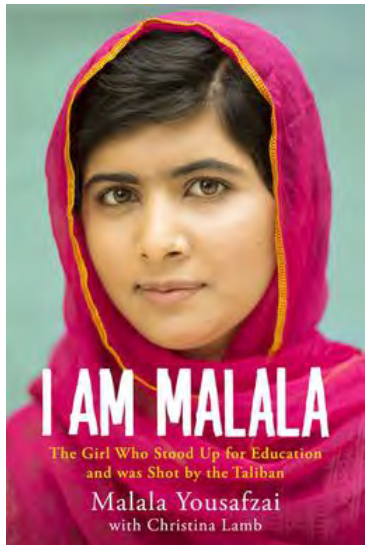
**Clarification 1:** Classic literature for this benchmark should be drawn from and representative of the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) *British Literature*
- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

**Clarification 2:** Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

## Elementary

In the elementary grades, students should be exposed to a variety of literature from different time periods. Students will not be expected to know the characteristics of the time periods.



## Classics Infused at Every Grade Level

- K – Brown Bear, Curious George, Hop on Pop, Corduroy
- 1 – Clifford, Three Little Pigs, Velveteen Rabbit, Madeline
- 2 – Winnie the Pooh, The Gingerbread Man, Seven Blind Mice
- 3 – Charlotte’s Web, The Boxcar Children, Pippi Longstocking
- 4 – Johnny Tremain, Little House on the Prairie, Homer Price
- 5 – “Paul Revere’s Ride,” Call it Courage, Island of the Blue Dolphins

## Classics Infused at Every Grade Level

6 – Hatchet, Treasure Island, Little Women, The Hiding Place

7 – The Yearling, The Prince and the Pauper, Old Yeller, “Sonnet 18”

8 – The Diary of Anne Frank, The Call of the Wild, Rip Van Winkle

9 – The Iliad, Animal Farm, Romeo and Juliet, Beowulf, 1984

10 – A Tale of Two Cities, Lord of the Flies, Common Sense, Macbeth

11 – Julius Caesar, Night, Jane Eyre, “O Captain, My Captain”

12 – Pride and Prejudice, Don Quixote, King Lear, Utopia, Walden



## Sample Texts by Standard

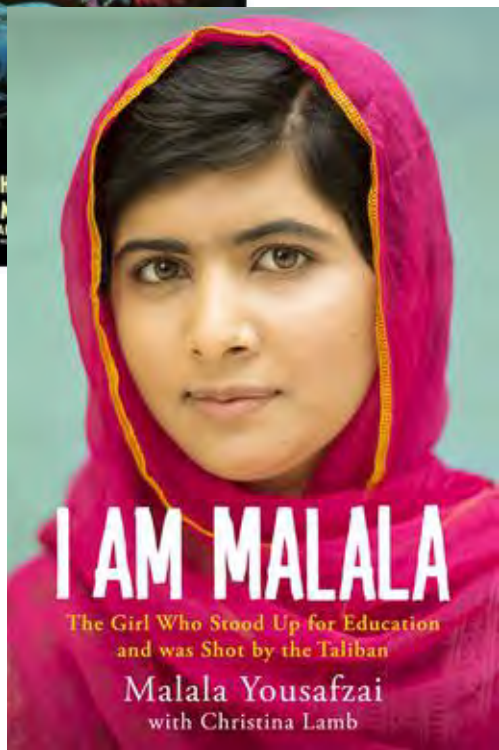
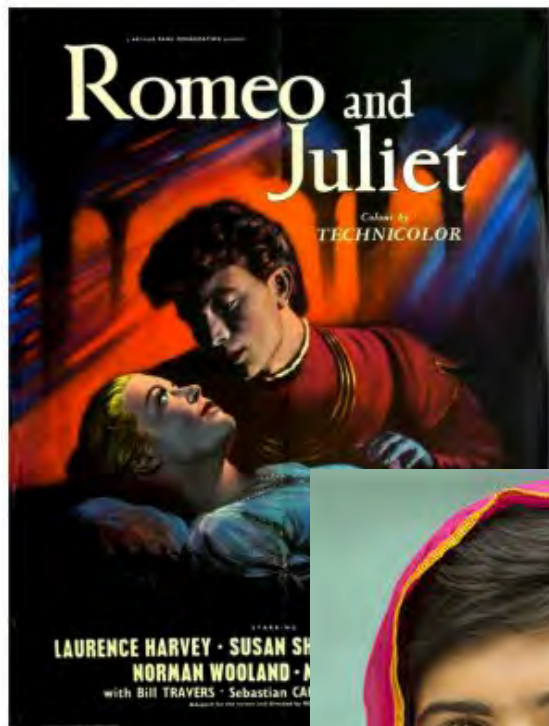
### Kindergarten

Title	Author
"At the Seaside"	Stevenson, Robert Louis
"The Clock" - a Mother Goose Poem	Unknown
<i>A Mother for Choco</i>	Kasza, Keiko
<i>Brown Bear, Brown Bear</i>	Carle, Eric
<i>Chicka Chicka Boom Boom</i>	Martin, Bill and Archambault, John
<i>Corduroy</i>	Freeman, Don
<i>Curious George</i>	Rey, H.A.
<i>Hop on Pop</i>	Dr. Seuss
<i>I am Jackie Robinson</i>	Meltzer, Brad
<i>Mission to Space</i>	Herrington, John
<i>Now We Are Six</i>	Milne, A.A.
<i>On a Farm</i>	Andrews, Alexa
<i>Red is Best</i>	Stinson, Kathy
<i>Rumble in the Jungle</i>	Andreae, Giles
<i>Swimmy</i>	Lionni, Leo
<i>The Bald Eagle</i>	Pearl, Norman
<i>The Carrot Seed</i>	Krauss, Ruth and Crockett Johnson
<i>The Sky Painter: Louis Guertes, Bird Artist</i>	Engle, Margarita
<i>The Very First Americans</i>	Ashrose, Cara
<i>Two Ways to Count to Ten: A Liberian Folktale</i>	Dee, Ruby
<i>Wandering Whale Sharks</i>	Shingu, Susumu
<i>We Have a Little Garden</i>	Potter, Beatrix
<i>Where the Wild Things Are</i>	Sendak, Maurice

## Civic Literacy Reading List

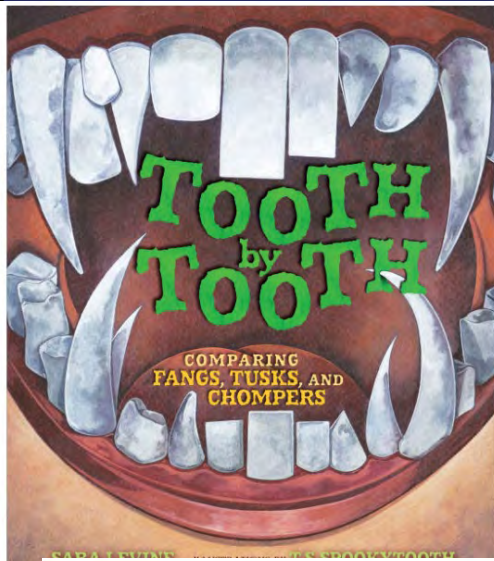
### Kindergarten-1st Grade

Title	Author
<i>A Picture Book of Benjamin Franklin</i>	Adler, David A.
<i>D is for Democracy: A Citizen's Alphabet</i>	Grodin, Elissa
<i>George Washington</i>	Abraham, Philip
<i>I Pledge Allegiance</i>	Martin, Bill Jr. and Sampson, Michael
<i>Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address</i>	Fritz, Jean
<i>Liberty Rising</i>	Shea, Pegi Deitz
<i>Red, White, and Blue: The Story of the American Flag</i>	Herman, John
<i>Saving the Liberty Bell</i>	McDonald, Megan
<i>The Bald Eagle</i>	Pearl, Norman
<i>The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks</i>	Rosenstock, Barb
<i>The Flag We Love</i>	Ryan, Pam Munoz
<i>The Liberty Bell</i>	Firestone, Mary
<i>The Star-Spangled Banner</i>	Spier, Peter
<i>The Very First Americans</i>	Ashrose, Cara
<i>The White House</i>	Douglas, Lloyd G.
<i>Woodrow, the White House Mouse</i>	Barnes, Peter



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**50%**  
Literature and  
**50%**  
Informational  
Text

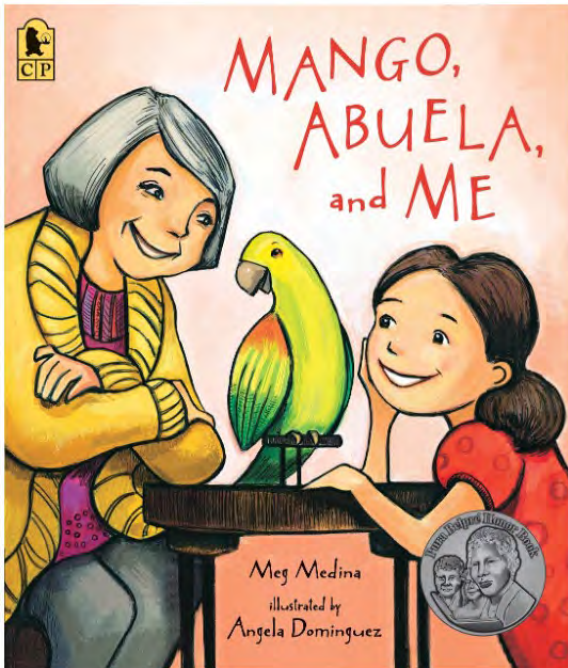


**The full text should be used where possible.**

Excerpts would be permissible where there was a sense of completeness:

- For literary texts, there should be a complete story arc.
- For informational texts, the text should be able to stand alone with minimal scaffolding.

\*Texts can be included as text sets.



<https://www.barnesandnoble.com/w/tooth-by-tooth-sara-aveterinariann-levine/1122471851>

<https://www.penguinrandomhouse.com/books/258441/mango-abuela-and-me-by-meg-medina/>





**Change is great...  
...you go first!**



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Supports for Successful Implementation

# Supports for Successful Implementation

- State Regional Literacy Directors
- Summer Literacy Institutes
  - June 29 – July 1, 2021
  - June 21–23, 2022
- Regional Literacy Institutes
  - Spring 2021
  - Fall 2021
- K-12 Reading Contacts Monthly Meetings/Webinars

## STATE REGIONAL

# Literacy Directors

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Bay, Holmes, Walton, Washington

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Calhoun, Gadsen, Gulf, Jackson, Liberty

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*Gladys Vega*

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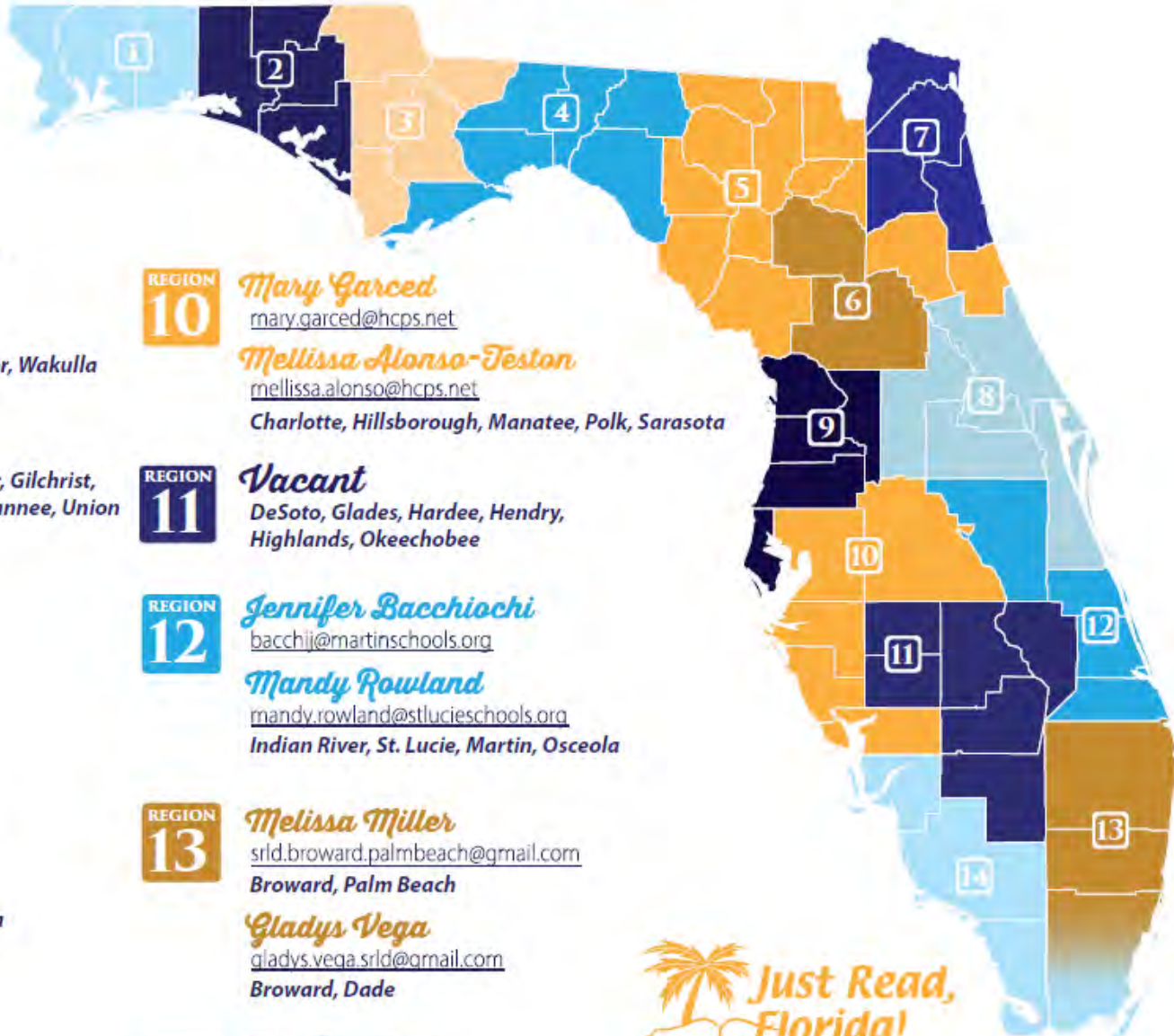
Broward, Dade

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Collier, Dade, Lee, Monroe



What action steps can we take  
to ensure the success of the  
B.E.S.T. ELA Standards  
implementation?



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