Maximizing Your Instruction to be the B.E.S.T. Grades K-12

ELA Expectations	Look-Fors
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.	

Figurative Language – Progression by Grade Level

Introduction Level	Symbol
Figurative Language is introduced.	I
Students begin to apply, explain, analyze and evaluate figurative language.	R

Figurative Language (R.3.1)	2	3	4	5	6	7	8	9	10	11	12
simile	I	R	R	R	R	R	R	R	R	R	R
idiom											
alliteration											
metaphor											
personification											
hyperbole											
imagery											
onomatopoeia											
allusion											
symbolism											
meiosis (understatement)											

Section 1

Directions: Determine whether the sample task meets the demands of the assigned benchmark. If the task does not meet the demands of the benchmark, create a possible revision for the task.

Benchmark	Sample Task	Task Meets the Demands of the Benchmark (Y/N)	Notes/Revisions
2.R.3.3	In the text, how do the two friends respond differently to the discovery in Chapter 3?	N	• This meets the demands for ELA.K.R.3.3. • Revision: How do the protagonists in both texts respond differently to the discoveries they make about themselves early on in their stories?
3.R.2.4	After reading the text, identify the evidence the author uses to support her claim.		
K.C.1.3	We have just read Where the Wild Things Are by Maurice Sendak. Share your opinion about the book by drawing and writing.		
4.R.1.4	How does the rhyme scheme and structure create meaning in the limerick?		

Section 2

Directions: Determine the appropriate benchmark for each sample task.

	What do the brother, sister, mom, and dad each think about the stranger who rang their doorbell?	Y	• Task meets the demands of the benchmark.
	How does the author's use of simile and metaphor create meaning on page 3?	Y	• Task meets the demands of the benchmark.

Section 1

Directions: Determine whether the sample task meets the demands of the assigned benchmark. If the task does not meet the demands of the benchmark, create a possible revision for the task.

Benchmark	Sample Task	Task Meets the Demands of the Benchmark (Y/N)	Notes/Revisions
9.R.2.2	How do the details in the article support the central idea?	N	• Task meets the demands of 5.R.2.2 • Possible Revision: Which two details in the article best support the development of the central idea? In the response, include how the rhetorical appeal(s) contribute to the development of the central idea.
10.R.3.1	Explain why the author's use of hyperbole creates a humorous mood in the text.		
11.R.1.3	How does the author juxtapose the descriptions of the settings in Chapter 2 and Chapter 3 to develop the protagonist's shifting perspective?		
6.R.1.4	How does the poet's use of free verse contribute to meaning in the poem?		

Section 2

Directions: Determine the appropriate benchmark for each sample task.

	How do the two texts' use of the 'River' symbol comment differently on the hero archetype?	Y	• Task meets the demands of the benchmark.
	How does the author's word choice in the essay help achieve his purpose?	Y	• Task meets the demands of the benchmark.

Handout 4: Practice Profile Recording Chart

PRACTICE PROFILE RECORDING CHART

Participant Handout Directions: Work with a partner to discuss questions about each component in the chart below. Record notes in the appropriate column.

Questions	Core Components				
	Explicit	Systematic	Scaffolded	Corrective Feedback	Differentiated
*What are important **characteristics** of "_____" instruction? In other words, what instructional behaviors would I expect to see in an observation of tier 1 classroom literacy instruction?*					
What is NOT a characteristic of "_____" instruction? What specific elements of "_____" instruction are missing in ineffective use in practice?					
How does "_____" instruction benefit learners?					

Handout 5: Practice Profile for PreK-5 Literacy Instruction

Philosophy, Values and Guiding Principles:
PreK-5 Literacy Instruction includes the continuum of literacy development from emergent literacy to early literacy and reading.

Based on Section 1002.67, F.S., curriculum and instruction used in prekindergarten classrooms (specifically VPK programs) is developmentally appropriate[1] and designed to prepare learners for kindergarten through the use of the *Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten*. These standards specify skills in the Language and Literacy Domain (listening and understanding, speaking, vocabulary, sentences and structure, conversation, emergent reading, emergent writing).

According to Rule 6A -6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan, reading instruction for kindergarten through third grade focuses on and builds learner capacity in the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) as appropriate to the age/grade level. According to the rule, reading instruction:

- Provides print-rich, explicit, systematic, scaffolded and differentiated instruction;
- Builds background and content knowledge; and
- Incorporates appropriate writing in response to reading.

Additionally, early literacy and reading instruction in prekindergarten through third grade must be:

- Aligned to the Florida Early Learning and Developmental Standards for Language and Literacy and the B.E.S.T. Standards for English Language Arts; and
- Informed by four types of classroom assessment (screening, progress monitoring/formative assessment, diagnosis and summative assessment) to guide differentiation of instruction and the use of corrective feedback.

Early literacy and reading instruction are to be inclusive of all learners, incorporating the principles of Universal Design for Learning and providing appropriate accommodations for students with a disability, students with an Individual Educational Plan and students who are English language learners. Finally, high-quality early literacy and reading instruction are guided by careful planning of appropriate instructional goals, content, methods/routines, use of materials and text selection, including quality texts, such as the sample texts by grade and standard included in the B.E.S.T. Standards for English Language Arts and domain-related books included in the Florida Early Learning and Developmental Standards Educator's Guide.

Inclusion/Exclusion Criteria: Includes instruction provided to all prekindergarten through third grade students.

Desired Outcomes:

1. Increase the percentage of students ready to learn when entering kindergarten.
2. Increase the percentage of students reading on grade level by the end of third grade by 3%–4% per year to reach the goal of 90% of third grade students performing at or above grade level on Florida's state summative assessment for reading/ELA.
3. Close the achievement gap for Florida's most vulnerable students.
4. Rank #1 nationally in fourth grade reading on the National Assessment of Educational Progress.

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[1] National Association for the Education of Young Children (NAEYC), *Principles of Child Development and Learning and Implications That Inform Practice.* https://www.naeyc.org/resources/position-statements/dap/principles

Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
Description of the component	An explanation of how the components contribute to the desired outcome	Activities and behaviors that exemplify adult practitioners who are able to generalize required skills and abilities to a wide range of settings and contexts; skills are used consistently and independently – skills are sustained over time while continuing to grow	Activities and behaviors that exemplify adult practitioners who are not yet able to implement the required skills or abilities in context
EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills. One example is the gradual release model.	Explicit instruction contributes to the learner's: 1. Clear understanding of newly introduced or previously taught content, concepts and skills; 2. Positive engagement in relating to the new learning; and 3. Strong early literacy progress.	1. Introduces the new or previously taught content, concept or skill clearly and directly. 2. Models or demonstrates use of the new or previously taught content, concept or skill. 3. Provides clear visual and/or auditory examples (and non-examples when needed) to illustrate specific application of content, concept or skill. 4. Provides learners frequent opportunities for guided and independent practice of new or previously taught content, concept or skill.	1. Introduces new or previously taught content, concept or skill indirectly, relying upon student inferencing; does not provide clear and concise explanation. 2. Provides instruction without modeling or demonstrating new or previously taught content, concepts or skills; does not clarify potential misconceptions. 3. Provides instruction without visual and/or auditory examples and non-examples; does not illustrate specific application of new or previously taught content, concepts or skills. 4. Provides instruction without follow-up opportunity for learners to practice new or previously taught content, concepts or skills; does not guide learners toward independence as soon as possible.
SYSTEMATIC INSTRUCTION is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review, and practice to enable learners to achieve learning goals.	Systematic instruction contributes to the learner's continuous acquisition of increasingly complex content, concepts and skills in order to become a confident reader. It decreases the prospect of a learner developing a reading difficulty over time.	1. Uses a logical progression of content, concept and skill, proceeding from simple to more complex. 2. Conducts a cumulative review, enabling learners to make connections to previously learned material. 3. Provides opportunities for students to practice previously taught content, concepts and skills to progress toward learning goals.	1. Teaches content, concepts or skills that do not proceed from simple to more complex. 2. Does not provide cumulative reviews for learners to build content, concepts and skills or make connections to new and previously learned material. 3. Does not provide opportunities for learners to practice new and previously taught content, concepts and skills in order to progress toward learning goals.

Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
SCAFFOLDED INSTRUCTION is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.	Scaffolded instruction contributes toward the quality of a learner's efforts in relating to new or unfamiliar content, concepts and skills that fortify the development of language and literacy skills orally and in written form.	1. Identifies learners who are having difficulty carrying out a task or solving a problem on their own. 2. Provides intentional support matched to the learner's need, such as asking an open-ended question, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement. 3. Monitors the learner's response to the scaffold and provides the next level of support needed on a scale from intense to moderate, gradually releasing ownership of learning to the student until they are able to perform the task independently.	1. Overlooks learners having difficulty carrying out a task or solving a problem on their own. 2. Does not provide appropriate support that relates to the needs of the learner. 3. Does not monitor learner response to scaffolding; does not identify next level of requisite support for further learning; does not empower the learner to perform the task independently.
CORRECTIVE FEEDBACK is clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses learners' errors or misconceptions. It is one type of ongoing instructional feedback.	Corrective feedback contributes to a learner's awareness of errors and increases self-correction and self-regulation, the quality of a learner's literacy engagement, motivation and independence for improved performance, behavior and academic achievement.	1. Identifies learner's misunderstanding/error relative to the target instructional goal. 2. Communicates immediate/timely feedback clearly using student-friendly language. 3. Provides the learner the opportunity for timely self-correction. 4. Repeats the process as needed or confirms accuracy based on learner response.	1. Overlooks learner's misunderstanding/error relative to the target instructional goal. 2. Provides no feedback to learner response. 3. Provides the learner no opportunity for self-correction. 4. Provides no confirmation or follow-up correction of the learner's accurate or inaccurate response.

Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
DIFFERENTIATED INSTRUCTION is adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.	Differentiated instruction contributes to the refined understanding of specific content, concepts and skills within each learner's distinct range of understanding and independent practice that improves individual abilities to successfully engage in comprehension, fluency/decoding, letter-word reading, vocabulary and writing.	1. Delivers individualized instruction using one or more of the following adaptations to meet specific learning needs of each learner or group of learners: the content (what is taught), process (how learning is structured), product (what is produced and assessed) and/or the physical learning environment. 2. Monitors the ongoing understandings and progress toward meeting specific learning goals to determine further adaptations.	1. Delivers generalized instruction using none of the following adaptations: content, process, product or physical environment; does not address specific needs of individual learners or groups of learners. 2. Does not monitor learner's ongoing understandings and progress toward meeting specific learning goals to determine further adaptations.

Glossary of Terms:

Cumulative Review: Frequently reviewing concepts that have been taught previously over time. Lessons build on previous knowledge, moving from simple concepts to more difficult concepts.

Developmentally Appropriate Practice: Teaching young children (birth through age 8) in ways that: meet children where they are, as individuals and as a group; and help each child reach challenging and achievable goals that contribute to their ongoing development and learning. It includes intentionally planned instruction, clearly defined learning goals, thoughtful instructional decisions to support children to meet those goals, continually assessing children's progress and adjusting instruction accordingly. Additionally, developmentally appropriate practice emphasizes curricular goals that build knowledge and attend to learning progressions in curriculum and teaching methods, and child-guided and teacher-guided experiences.

Gradual Release Model: Strategic transfer of responsibility in the learning process from the teacher to the student.

Inferencing: Process of drawing conclusions based on information provided, plus prior knowledge and experience.

Intense Support: Directs the student's thinking but does not provide the answer.

Moderate Support: Encourages a student to utilize their own thinking without stretching the student beyond their capacity.

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Handout 6: Grades 6-12 Literacy Instruction Practice Profile

Philosophy, Values & Guiding Principles:

According to Rule 6A-6.053 of the K-12 Comprehensive Evidence-Based Reading Plan, the plan must demonstrate adequate provisions for:

- Ensuring that all instruction in reading is systematic, explicit, based on data and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determine appropriate instructional adjustments;
- Ensuring that data from formative assessments are used to guide differentiation of reading instruction; and
- Incorporating reading and literacy instruction by content-area teachers into subject areas to extend and build discussions of text in order to deepen understanding.

According to the rule, reading instruction:

- Provides print-rich, explicit, systematic, scaffolded and differentiated instruction;
- Builds background and content knowledge; and
- Incorporates appropriate writing in response to reading.

Additionally, literacy instruction in grades 6-12 must be:

- Aligned to the B.E.S.T. Standards for English Language Arts (ELA); and
- Informed by four types of classroom assessment (screening, progress monitoring/formative assessment, diagnosis and summative assessment) to guide differentiation of instruction and the use of corrective feedback.

Literacy and reading instruction are to be inclusive of all learners, incorporating the principles of Universal Design for Learning and providing appropriate accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners. Finally, high-quality literacy and reading instruction are guided by careful planning of appropriate instructional goals, content, methods/routines, use of materials and text selection, including quality texts, such as the sample texts by grade and standard included in the B.E.S.T. Standards for ELA.

Inclusion/Exclusion Criteria: Includes instruction provided to all students in grades 6-12.
Desired Outcome:

1. Increase the percentage of students reading on grade level.
2. Close the achievement gap for Florida's most vulnerable students.
3. Increase Florida's high school graduation rates.

Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
Description of the Component	An explanation of how the components contribute to the desired outcome	Activities and behaviors that exemplify adult practitioners who are able to generalize required skills and abilities to a wide range of settings and contexts; skills are used consistently and independently – skills are sustained over time while continuing to grow	Activities and behaviors that exemplify adult practitioners who are not yet able to implement the required skills or abilities in context
EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills (e.g., the gradual release model).	Explicit instruction contributes to the learner's: 1. Clear understanding of newly introduced or previously taught content, concepts and skills; 2. Positive engagement in relating to the new learning; and 3. Continued literacy progress.	1. Teacher will communicate goals and expectations for student learning. 2. Teacher will provide clear explanations of goals and expectations for student learning. 3. Teacher will model or demonstrate, providing examples and non-examples. 4. Teacher will provide opportunities for student practice with guidance.	1. Teacher indirectly communicates goals and expectations for student learning. 2. Teacher provides explanations of goals and expectations that are unclear. 3. Teacher models or demonstrates but does not provide clear examples and non-examples. 4. Teacher provides opportunities for student practice without guidance.
SYSTEMATIC INSTRUCTION is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.	Systematic instruction contributes to the learner's continuous acquisition of increasingly complex content, concepts and skills in order to become a confident reader. It decreases the prospect of a learner developing a reading difficulty over time.	1. Teacher will activate the student's prior knowledge. 2. Teacher conducts a cumulative review, enabling learners to make connections to previously learned material. 3. Teacher uses a logical progression of content, concept and skill, proceeding from simple to more complex. 4. Teacher will provide multiple and varied opportunities for student practice.	1. Teacher provides instruction without activating the student's prior knowledge. 2. Teacher does not conduct a cumulative review, preventing learners from making connections to previously learned material. 3. Teacher does not use a logical progression of content, concept and skill, proceeding from simple to more complex. 4. Teacher does not provide multiple and varied opportunities for student practice.

Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
SCAFFOLDED INSTRUCTION is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.	Scaffolded instruction contributes toward the quality of a learner's efforts in relating to new or unfamiliar content, concepts and skills that fortify the development of language and literacy skills orally and in written form.	1. Teacher uses formative assessments to identify the student's need and adjusts support based on the student's response. 2. Teacher uses temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples). 3. Teacher engages students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify). 4. Teacher intentionally and gradually decreases support and transfers responsibility to students as self-sufficiency is developed (I do–we do–you do).	1. Teacher uses formative assessments to identify the student's need but does not adjust support based on the student's response. 2. Teacher does not use temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples). 3. Teacher does not engage students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify). 4. Teacher intentionally and gradually decreases support but does not transfer responsibility to students as self-sufficiency is developed (I do–we do–you do).

Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
CORRECTIVE FEEDBACK is clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses the learner's errors or misconceptions. It is one type of ongoing instructional feedback.	Corrective feedback contributes to a learner's awareness of errors and increases self-correction and self-regulation, the quality of a learner's literacy engagement, motivation and independence for improved performance, behavior and academic achievement.	1. Teacher identifies the student's misunderstanding or error relative to the target instructional goal. 2. Teacher communicates feedback clearly and in a timely manner using student-friendly language. 3. Teacher provides students the opportunity for timely self-correction. 4. The teacher repeats the process as needed or confirms accuracy based on the learner's response.	1. Teacher does not identify the student's misunderstanding or error relative to the target instructional goal. 2. Teacher communicates immediate feedback but does not provide it in student-friendly language. 3. Teacher does not provide students with an opportunity for timely self-correction. 4. The teacher repeats the process but does not confirm accuracy based on the learner's response.
DIFFERENTIATED INSTRUCTION is adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.	Differentiated instruction contributes to the refined understanding of specific content, concepts and skills within each learner's distinct range of understanding and independent practice that improves individual abilities to successfully engage in comprehension, fluency/decoding, letter-word reading, vocabulary and writing.	1. Teacher creates flexible structures and routines that allow for differentiation. 2. Teacher delivers instruction that is adapted through content, process and/or product in order to meet individual student learning needs. 3. Teacher monitors student understanding and progress toward meeting targeted learning goals on a continued basis.	1. Teacher creates flexible structures and routines that do not allow for differentiation. 2. Teacher delivers instruction that is adapted through content, process and/or product but does not meet individual student learning needs. 3. Teacher does not monitor student understanding and progress toward meeting targeted learning goals on a continued basis.

Glossary of Terms:

Cumulative review: Frequently reviewing concepts that have been taught previously over time. Lessons build on previous knowledge, moving from simple concepts to more difficult concepts

Gradual Release Model: Strategic transfer of responsibility in the learning process from the teacher to the student

Inferencing: Process of drawing conclusions based on information provided plus prior knowledge and experience

Intense support: Directs the student's thinking but does not provide the answer

Moderate support: Encourages a student to utilize their own thinking without stretching the student beyond their capacity

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