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

Just Read, Florida!

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Session Objectives

- Establish a common understanding of the B.E.S.T. English Language Arts (ELA) benchmark demands

- Participate in a process to deepen knowledge of the B.E.S.T. ELA benchmarks

- Increase understanding of Florida's Practice Profiles for PreK-12 Literacy Instruction and their use for observation and improvement of instruction: *non-evaluative*

- Analyze how the benchmarks and components of the Practice Profile work together to maximize instructional planning and practice

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Building Knowledge

B.E.S.T. English Language Arts (ELA) Benchmark Demands

Benchmarks

"The 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. ELA Standards

Benchmark Demands

- Grade-Level Benchmark

- Benchmark Clarifications

- Vertical Progression

- Appendices

- Glossary

B.E.S.T. ELA Standards, Page 10

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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ELA Coding Scheme

Coding Scheme

Subject Code → Strand → Benchmark

ELA.1.R.1.3

Grade Level ↑ Standard ↑
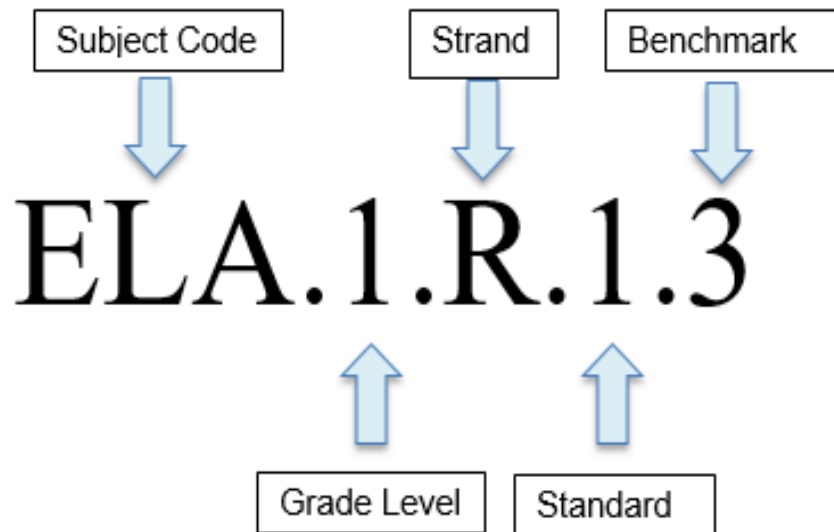
Strands:
F — Foundations
R — Reading
C — Communication
V — Vocabulary

EE — ELA Expectations

Let's Practice!

- Partner A: Tell a partner the full code for the 7th grade argumentative writing benchmark.

- Partner B: Tell a partner the grade, strand, standard and benchmark for ELA.9.R.1.1.

Review

- Partner A: Tell a partner the full code for the 7th grade argumentative writing benchmark.
  - Answer: ELA.7.C.1.3

- Partner B: Tell a partner the grade, strand, standard and benchmark for ELA.9.R.1.1.
  - Answer: 9th Grade, Reading Strand, Reading Prose and Poetry Standard, Literary Elements Benchmark

Switch!

- Partner B: Tell a partner the full code for the 10th grade morphology benchmark.

- Partner A: Tell a partner the grade, strand, standard and benchmark for ELA.12.R.3.4.

Review!

- Partner B: Tell a partner the full code for the 10th grade morphology benchmark.
  - Answer: ELA.10.V.1.2

- Partner A: Tell a partner the grade, strand, standard and benchmark for ELA.12.R.3.4.
  - Answer: 12th grade, Reading Strand, Reading Across Genres Standard, Understanding Rhetoric Benchmark

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ELA Expectations

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.

ELA Expectations "Look Fors"

For each of the ELA Expectations, discuss the following questions with a partner. Record your thinking on your note catcher.

- What would students be doing?

- What would the teacher be doing?

- What would you see or hear in the classroom?

Vertical Progression

R.3.4 Understanding Rhetoric	
ELA.12.R.3.4	Evaluate **rhetorical choices across multiple texts**.
ELA.11.R.3.4	**Evaluate** an author's use of rhetoric in text.
ELA.10.R.3.4	**Analyze** an author's use of rhetoric in a text.
ELA.9.R.3.4	Explain **an author's use of rhetoric** in a text.
ELA.8.R.3.4	Explain **how an author uses rhetorical devices to support or advance an appeal**.
ELA.7.R.3.4	**Explain the meaning and/or significance of rhetorical devices** in a text.
ELA.6.R.3.4	**Identify rhetorical appeals in a text.**

Clarifications

Theme
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.

Clarifications

Perspective and Point of View
ELA.9.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

Benchmark Clarifications:
Clarification 1: See Rhetorical Devices for more information on irony.

Poetry
ELA.9.R.1.4: Analyze the characters, structures, and themes of epic poetry.

Benchmark Clarifications:
Clarification 1: For more information, see Literary Periods.

Clarifications

Interpreting Figurative Language
ELA.8.R.3.1: Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).

Benchmark Clarifications:
Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.
Clarification 2: See Secondary Figurative Language.

Let's Practice!

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											

Let's Practice!

Figurative Language – Progression by Grade Level

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simile	I	R	R	R	R	R	R	R	R	R	R
idiom	I	R	R	R	R	R	R	R	R	R	R

Review

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	I	R	R	R	R	R	R	R	R	R	R
alliteration	I	R	R	R	R	R	R	R	R	R	R
metaphor	-	I	R	R	R	R	R	R	R	R	R
personification	-	I	R	R	R	R	R	R	R	R	R
hyperbole	-	I	R	R	R	R	R	R	R	R	R
imagery*	-	-	-	I	R	R	R	R	R	R	R
onomatopoeia	-	-	-	-	I	R	R	R	R	R	R
allusion	-	-	-	-	-	I	R	R	R	R	R
symbolism	-	-	-	-	-	-	I	R	R	R	R
meiosis (understatement)*	-	-	-	-	-	-	I	I/R	R	R	R

Let's Practice!

Handout #2 Sample Tasks – Alignment to Benchmark Demands

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 your response, include how the rhetorical appeal(s) contribute to the development of the central idea.

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Pedagogy

How the Benchmark Demands are Taught

Practice Profiles for PreK-12 Literacy Instruction: *Desired Outcomes*

- Increase the percentage of students ready to learn when entering kindergarten.

- Increase the percentage of students reading on grade level by the end of third and eighth grades.

- Close the achievement gap.

- Rank #1 nationally in fourth and eighth grade reading on the National Assessment of Educational Progress.

Sections of the Practice Profile

- Philosophy, Values and Guiding Principles

- Core Components:
  - Explicit Instruction
  - Systematic Instruction
  - Scaffolded Instruction
  - Corrective Feedback
  - Differentiated Instruction

- Glossary

Philosophy, Values and Guiding Principles

The Practice Profiles are based on:

- PreK: Section 1002.67, Florida Statutes, specifies curriculum and instruction requirements for prekindergarten classrooms
- K-12: Rule 6A-6.053, Florida Administrative Code (F.A.C.), defines reading instruction for grades K-12
  - Provides print-rich, explicit, systematic, scaffolded and differentiated instruction;
  - Builds background knowledge; and
  - Incorporates appropriate writing in response to reading.

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Philosophy, Values and Guiding Principles

PreK-12 Literacy Instruction includes the continuum of literacy development from emergent literacy to early literacy and reading. The Practice Profiles for PreK-12 Literacy Instruction are aligned to:

- Florida Early Learning and Developmental Standards for Language and Literacy (FELDS); and
- Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA).

Division of Early Learning
Florida Early Learning and Developmental Standards

B.E.S.T. Standards - English Language Arts

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Core Component: *Explicit Instruction*

Core Component	Contribution to the Desired Outcomes	Accomplished Use
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) Continued literacy progress.	1. Teacher will communicate goals and expectations for student learning. 2. Teacher will provide clear explanation 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.

Explicit Instruction

1. Teacher <u>Models</u> and <u>Explains</u>
2. Teacher provides <u>Guided Practice</u>
   - Students practice what the teacher modeled and the teacher provides prompts and feedback
3. Teacher provides <u>Supported Application</u>
   - Students apply the skill as the teacher scaffolds instruction
4. <u>Independent Practice</u>

"Explicit Instruction: Effective and Efficient Teaching" by Anita Archer
https://explicitinstruction.org

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Core Component: *Systematic Instruction*

Core Component	Contribution to the Desired Outcomes	Accomplished Use
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 practice.

Systematic Instruction

A planned sequence that includes a <mark>logical progression</mark> of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.
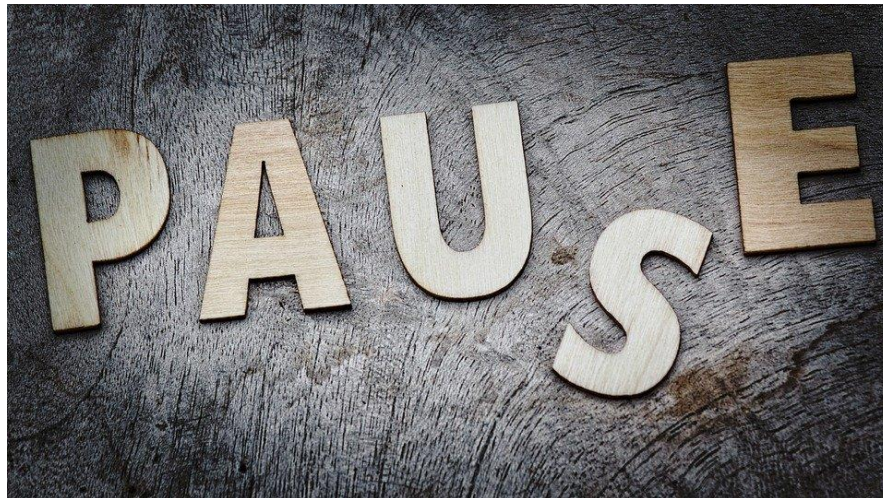
(*Practice Profile, page 3*)

BREAK!

Core Component: *Scaffolded Instruction*

Core Component	Contribution to the Desired Outcomes	Accomplished 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).

Scaffolded Instruction

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. <mark>It is temporary support matched to the current understanding or skill level of learners.</mark> The intent is to provide a decreasing level of support until learners are empowered to perform independently. (*Practice Profile, page 4*)

Core Component: *Corrective Feedback*

Core Component	Contribution to the Desired Outcomes	Accomplished Use
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. 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 learner response.

Core Component: *Differentiated Instruction*

| Core Component	Contribution to the Desired Outcomes	Accomplished 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. 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.

Differentiated Instruction

Differentiated instruction means <mark>adapting instruction</mark> 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.

(Practice Profile, page 6)

Small Group Activity

- With your table, draft a summary and/or illustration of the primary concepts and priorities included in your assigned practice profile component.
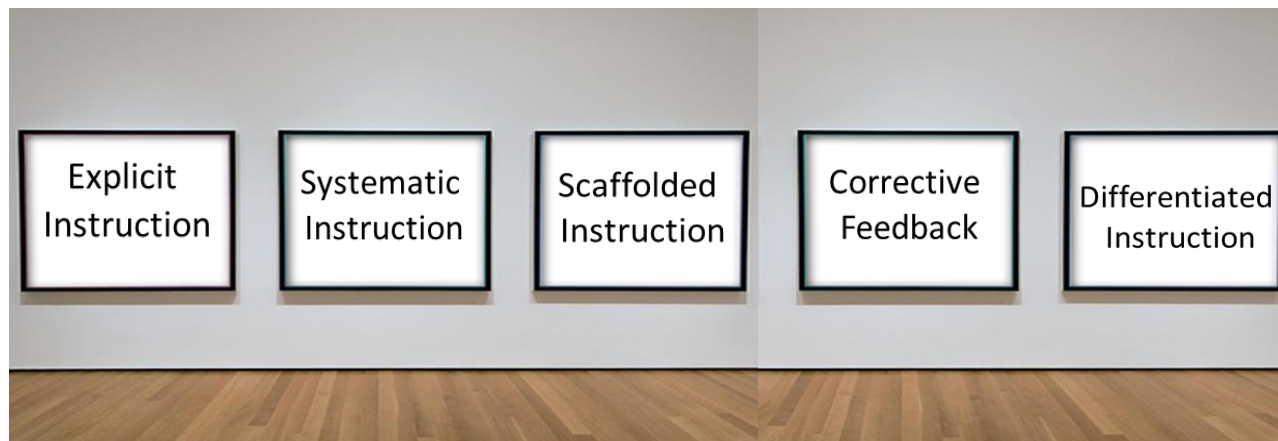
Putting it All Together

Scenario 1

A third-grade teacher notices her students are struggling with the task provided in the curriculum. The task asks students to write a paragraph to explain the theme of the story and how it develops using details from the text. She supports her students by telling them to write what happened at the beginning, middle and end of the story instead.

Is this an example of a scaffold? Why or why not?

Scenario 2

A fourth-grade teacher asks his students a text-dependent question from the informational text they are reading. The room is silent and there are no student responses.

Which ELA Expectation(s) can be used to support student learning?

Scenario 3

A novice teacher just joined the 7th grade team at your school. He is uncertain what explicit instruction is and how it looks during the lessons.

What can you do to support him?
How can you describe explicit instruction to him?

Scenario 4

During collaborative planning, the 9th grade team is using only the vertical progression chart on pages 13-25 in the B.E.S.T. ELA Standards. They plan for instruction based on what they notice from the chart.

Is this the most beneficial way to plan for instruction? Why or why not?

Quick Recap

Take a few minutes to reflect on your learning during this session. We have discussed:

➢ The ELA Expectations, stacked benchmarks, clarifications, vertical progression and appendices;

➢ The importance of systematic, explicit, scaffolded and differentiated instruction, as well as corrective feedback; and

➢How all of these components work together to be the B.E.S.T.!

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