



Maximizing Your Instruction to Be the B.E.S.T. Grades 6-12

Session 1



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.
- Engage in an activity to evaluate instructional tasks aligned to the B.E.S.T. ELA benchmarks.

Benchmark Demands

- Grade-Level Benchmark
- Benchmark Clarifications
- Vertical Progression
- Appendices
- Glossary

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



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

ELA Expectations

ELA Expectation	
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.



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.

Vertical Progression Considerations

- Use the benchmark progressions to support vertical planning within a district or school.
- Spiral instruction using the benchmark progressions for students who need scaffolds and remediation.
- Understand that benchmark progressions are snapshots and benchmark clarifications must be used during instructional planning.

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

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	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	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	<ul style="list-style-type: none"> 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.



Explicit Instruction

- ✓ Teacher Models and Explains
- ✓ Teacher provides Guided Practice
 - Students practice what the teacher modeled and the teacher provides prompts and feedback.
- ✓ Teacher provides Supported Application
 - Students apply the skill as the teacher scaffolds instruction.
- ✓ Teacher provides time for Independent Practice



“Explicit Instruction: Effective and Efficient Teaching” by Anita Archer <https://explicitinstruction.org/>

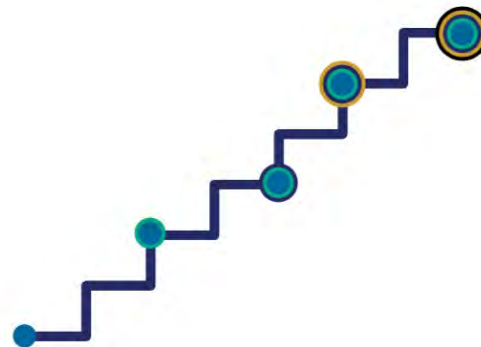
Systematic Instruction

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 (*Practice Profile, pages 2-3*).



Scaffolded Instruction

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 (*Practice Profile, page 3*).



Differentiated Instruction

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 (*Practice Profile, page 3*).





Scenario 1

A ninth grade ELA teacher asks his students to track the ways in which an author develops their central idea throughout a speech by using a graphic organizer.

Students then respond to their reading and notetaking by answering the following question: Throughout the speech, how does the author use rhetorical appeals to develop the central idea?

Does the graphic organizer provide an appropriate scaffold for the task? Does the task meet the demands of the benchmark?



Scenario 2

After completing two readings of a short story, an 8th grade ELA teacher poses several questions to the whole class, focusing on how character development, setting and plot interact throughout the text. However, students engage in very little meaningful discussion.

What ELA Expectation(s) could the teacher initiate in the moment to support his students?



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



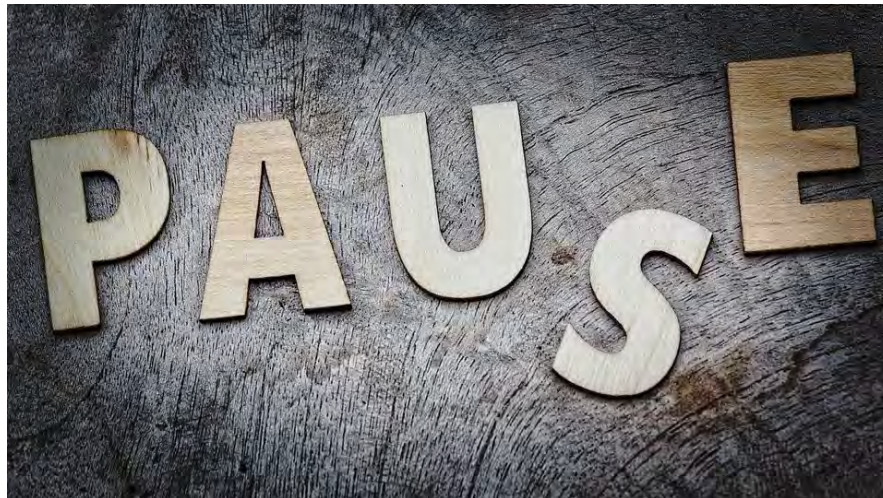
Table Talk and Share Out

Where do you see opportunity for possible training and support within your district/building?



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

See you for Session 2!





www.FLDOE.org



www.FLDOE.org