



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

## Session 2



FLORIDA DEPARTMENT OF  
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# Session Objectives

- Review established understandings from Session 1.
- Introduce criteria to evaluate instructional tasks.
- Apply criteria to two instructional tasks.
- Engage in discussion to reflect on learning from both sessions and consider next steps.

## Benchmark Demands

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



## Session 1 Recap

Take a few minutes to reflect on your learning during the previous session. We discussed how:

- Six ELA Expectations designed to enhance quality instruction;
- Vertical progression, benchmark clarifications and appendices work together; and
- Benchmarks incorporated within explicit, systematic, scaffolded and differentiated instruction.



## Scenario 3

A novice teacher just joined the 6th grade intensive reading 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 10th grade team is using only the vertical progression chart on pages 13-25 in the B.E.S.T. ELA Standards. The team plans for instruction based on what they notice from the chart.

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

# Criteria

## Criteria for Aligning Instruction Centered Around the B.E.S.T. Benchmark Demands: Grades K-12

What	Description	Evidence of this demand
<b>Evidence of vertical progression</b>	Students are required to build upon previously learned benchmarks from earlier grades.	
<b>Evidence of clarifications</b>	Clarifying information that cannot be determined from the benchmark alone.	
<b>Evidence of the appendix pages</b>	Additional resources to support the grade level benchmarks. ( <i>Found on pages 147- 219</i> )	
<b>Evidence of stacked benchmarks</b>	A coordinated set of benchmarks and ELA expectations intentionally organized to support a lesson.	
<b>Evidence of the 6 ELA Expectations</b>	Overarching skills that run through every component of Language Arts. These are skills that students should be using throughout the strands.	
<b>Explicit Instruction</b>	Intentional teaching with a clear and direct presentations 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 ( <i>Practice Profile, p.2</i> ).	
<b>Systematic Instruction</b>	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 ( <i>Practice Profile, p. 3</i> ).	
<b>Scaffolded Instruction</b>	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 ( <i>Practice Profile, p.4</i> ).	
<b>Differentiated Instruction</b>	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 ( <i>Practice Profile, p.6</i> ).	
<b>Additional Considerations:</b>		





## Criteria

- **First Read:** Skim document to get an initial impression of the criteria.
- **Second Read:** Annotate/highlight elements you feel are vital to a lesson plan.
- **Add On:** Consider items you would like to include in the criteria.







# Close Examination

## Grade 6: “Farewell Speech”

Purpose of Stack	Text(s)
<p>The benchmarks are grouped to teach students how to analyze texts for author’s purpose and rhetorical appeals. The accompanying benchmarks (central idea, paraphrase, vocabulary, expository writing) will assist students in achieving mastery of the spotlight benchmarks. In addition, EE.1.1, EE.2.1, EE.3.1 and EE.4.1 are embedded to support student learning.</p>	<p>“Farewell Speech” by Lou Gehrig (Beloved pro baseball player Lou Gehrig delivered his famous speech on July 4, 1939, at Yankee Stadium in response to the news of his illness and retirement.)</p> <p>“Senate Committee Speech” by Michael J. Fox (Michael J. Fox spoke during a Senate Committee Hearing in 1999 regarding his experience with Parkinson’s disease.)</p>
<p style="text-align: center;"><b>Text 1: “Farewell Speech” by Lou Gehrig</b>  <b>Text 2: “Senate Committee Speech” by Michael J. Fox</b>            Estimated Timeframe: three to four 50-minute class periods            Note: The estimated timeframe will vary based on instructional routines and student needs.</p>	





# Room to Improve:

## Criteria for Aligning Instruction Centered Around the B.E.S.T. Benchmark Demands: Grades K-12

What	Description	Evidence of this demand
<b>Evidence of vertical progression</b>	Students are required to build upon previously learned benchmarks from earlier grades.	
<b>Evidence of clarifications</b>	Clarifying information that cannot be determined from the benchmark alone.	
<b>Evidence of the appendix pages</b>	Additional resources to support the grade level benchmarks. ( <i>Found on pages 147- 219</i> )	
<b>Evidence of stacked benchmarks</b>	A coordinated set of benchmarks and ELA expectations intentionally organized to support a lesson.	
<b>Evidence of the 6 ELA Expectations</b>	Overarching skills that run through every component of Language Arts. These are skills that students should be using throughout the strands.	
<b>Explicit Instruction</b>	Intentional teaching with a clear and direct presentations 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 ( <i>Practice Profile, p.2</i> ).	
<b>Systematic Instruction</b>	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.	
<b>Scaffolded Instruction</b>	The intentional support provided by a teacher for learners to reach a goal that they could not do without support. It is temporary and decreases as the skill level of learners. The intent is to provide a decreasing level of support until learners can perform independently ( <i>Practice Profile, p.4</i> ).	
<b>Differentiated Instruction</b>	Adapting instruction in response to the distinct assessed needs of learners to increase their access and opportunities to meet specific learning goals.	
<b>Additional Considerations:</b>		

## Grade 11: *Night*

### Purpose of Stack

This stack is intended to track how characters change throughout *Night*. Tracking characterization requires students to use textual evidence to discuss the changes in a character. Students should track the characters while reading the novel in order to prepare for the culminating task.

### Text(s)

*Night* by Elie Wiesel: The novel relates the author's experience as a Jewish boy living in Hungary during World War II. Chapter 1 depicts his Jewish community's willingness to ignore the warning signs that their lives were threatened by the systematic revocation of their rights, resulting in their transport to concentration camps.

### Text 1: *Night*

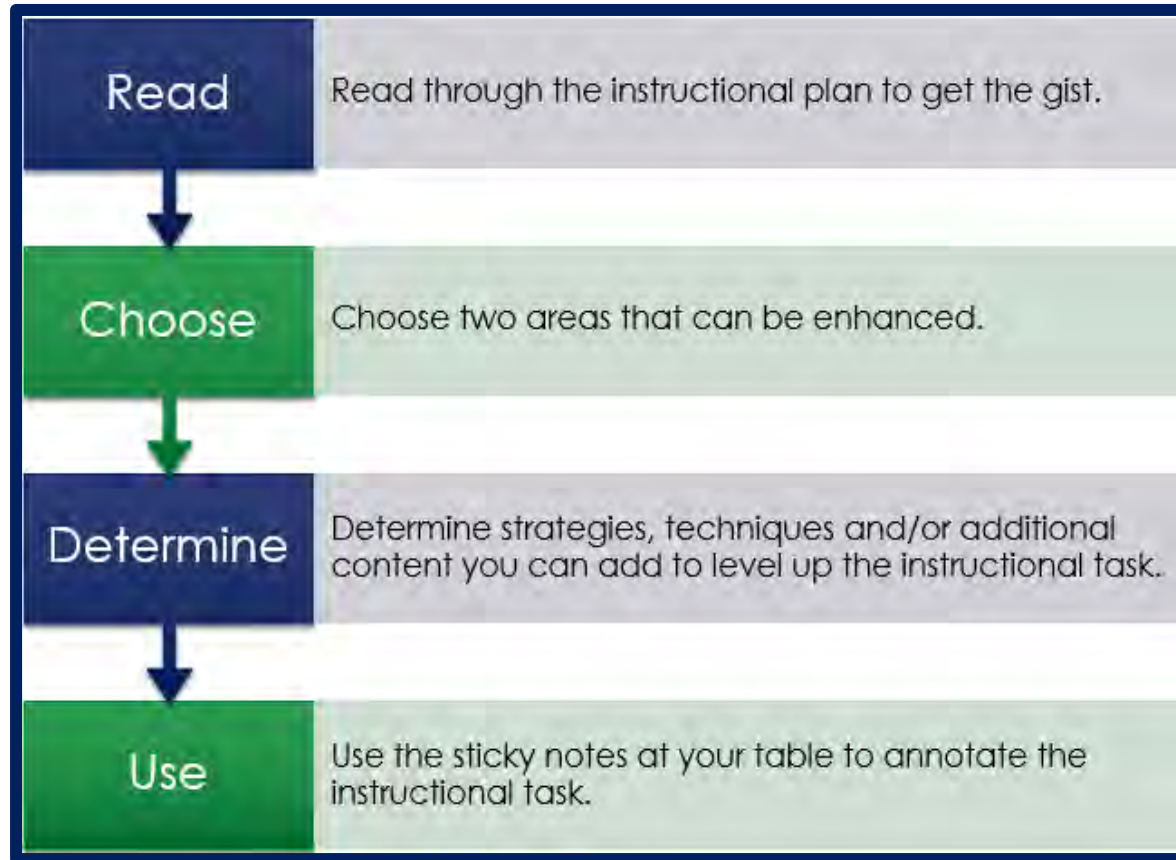
Estimated Timeframe: one 50-minute class period

Note: The estimated timeframe will vary based on instructional routines and student needs.





# Workshop Steps:





# Collaboration/Discussion

- What are the opportunities in your district/school to build knowledge around the benchmark demands?
- If you have already provided training on the benchmarks, how might teachers deepen their understanding of the benchmark demands?
- Think about a newly adopted curriculum. How might you use a criteria to ensure the instructional plans meet the B.E.S.T. ELA benchmark demands?
- How might you design collaborative planning opportunities for coaches and teachers in your district/school?



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