



# Maximizing Your Instruction to be the B.E.S.T. Grades K-5

Just Read, Florida!  
**Session 2**



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## Objectives

- Review established understandings from Session 1
- Apply the Criteria for Aligning Instruction Centered Around the B.E.S.T. Benchmark Demands to a new instructional plan in need of enhancement
- Engage in discussion through collaboration to ensure all curriculum meets B.E.S.T. ELA benchmark demands

## Benchmark Demands

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



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# Quick Review Warm Up





## 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 first-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 5<sup>th</sup> 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?





# Room to Improve:



Pixabay

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

What	Description	Evidence of This Demand
<b>Evidence of Vertical Progression</b>	Students 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 Appendix Pages</b>	Additional resources to support the grade level benchmarks ( <i>B.E.S.T. ELA pages</i> )	
<b>Evidence of Stacked Benchmarks</b>	A coordinated set of benchmarks and ELA expectations intentionally organized	
<b>Evidence of the 6 ELA Expectations</b>	Overarching skills that run through every component of ELA that students should demonstrate across the strands	
<b>Explicit Instruction</b>	Intentional teaching with clear and direct presentations of new information to require student inferencing during the introduction of new or previously taught or skills (e.g., 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, with cumulative teaching/review and practice to enable learners to master skills ( <i>Practice Profile, p. 3</i> )	
<b>Scaffolded Instruction</b>	Intentional support provided by a teacher for learners to carry out a task or solve a problem that they could not do without support; temporary support matched to the learner's current understanding or skill level of learners; intent is to provide a decreasing level of support so that 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 to increase their access and opportunities to meet specific learning goals ( <i>Practice Profile, p. 5</i> )	
<b>Additional Considerations:</b>		

### Grade 3: *Sarah, Plain and Tall*

Purpose of Stack	Text(s)
Students will gain a deep understanding on how the story plot influences the character's perspective while capturing how the author uses figurative language to further understand the character's traits.	<i>Sarah, Plain and Tall</i> by Patricia MacLachlan
<b>Text: <i>Sarah, Plain and Tall</i></b> Estimated Timeframe: four to six 30-40 minute sessions Note: The estimated timeframe may vary based on grade level, instructional routines and student needs.	
<b>Objectives</b>	<b>Benchmarks/ELA Expectations:</b> Reference all clarifications and appendices for each benchmark in the B.E.S.T. ELA Standards document.
<b>Students will:</b> <ul style="list-style-type: none"> <li>explain how the characters develop throughout the plot in the story;</li> <li>explain different character's perspectives in the story;</li> <li>summarize the story to enhance comprehension;</li> <li>use various reference tools to discover meaning of words;</li> <li>write personal narratives; and</li> <li>in context, use compound and complete sentences to enhance conventions.</li> </ul>	<b>Spotlight(s)</b> <b>ELA.3.R.1.1:</b> Explain how one or more characters develop throughout the plot in a literary text. <b>ELA.3.R.1.3:</b> Explain different characters' perspectives in a literary text. <b>ELA.3.R.3.1:</b> Identify and explain metaphors, personification, and hyperbole in text(s). <b>ELA.3.R.3.2:</b> Summarize a text to enhance comprehension.
	<b>Accompanying</b> <b>ELA.3.V.1.3:</b> Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. <b>ELA.3.C.1.2:</b> Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases and an ending. <b>ELA.3.C.3.1:</b> Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.



## Workshop Steps:

### Read through

Read through the Instructional Task for the gist.

### Identify

Identify **one or two focus areas** that need improvement.

### Determine

With your partner or table, determine strategies, techniques and/or additional content you can add to leverage the lessons in order to meet the benchmark demands.

### Use

Use the stickies at your table to add in your ideas to the Instructional Task.

## Be Ready to Share Ideas with The Group







## Collaboration/Discussion

Take a minute to reflect on the learning from the session.

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



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