

# Eighth Grade

## Florida's B.E.S.T. ELA Standards School Leader's Literacy Walkthrough

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# Eighth Grade Literacy 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.

## Eighth Grade Foundational Reading Intervention Standards B.E.S.T. ELA Standard: Applying Foundational Reading Skills for Secondary

Teacher	Date/Time:
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Benchmarks		Evidence		
<input type="checkbox"/> <b>Phonological Awareness - ELA.612.F.2.1 – Demonstrate an understanding of spoken words, syllables, and sounds.</b>		Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
<input type="checkbox"/> a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.	Instructional Materials:		<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> b. Accurately segment single-syllable and multisyllabic words.				
<input type="checkbox"/> <b>Phonics and Word Analysis - ELA.612.F.2.2 – Know and apply phonics and word analysis skills in decoding words.</b>		Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
<input type="checkbox"/> a. Use an array of strategies to decode single-syllable and multisyllabic words.	Instructional Materials:		<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.				

**Eighth Grade Foundational Reading Intervention Standards**  
**B.E.S.T. ELA Standard: Applying Foundational Reading Skills for Secondary**

Teacher	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> <b>Encoding - EL.612.F.2.3 – Know and apply phonics and word analysis skills in encoding words.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
<input type="checkbox"/> a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Fluency - ELA.612.F.2.4 – Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

# Eighth Grade Literacy Walkthrough Strand: Reading (R)

## B.E.S.T. ELA Standard: Reading Prose and Poetry

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> <b>Literary Elements - ELA.8.R.1.1 – Analyze the interaction between character development, setting, and plot in a literary text.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Theme - ELA.8.R.1.2 – Analyze two or more themes and their development throughout a literary text.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Perspective and Point of View - ELA.8.R.1.3 – Analyze how an author develops and individualizes the perspectives of different characters.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

## Eighth Grade Literacy Walkthrough Strand: Reading (R)

### B.E.S.T. ELA Standard: Reading Prose and Poetry

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> Poetry - ELA.8.R.1.4 – Analyze structure, sound, imagery, and figurative language in poetry.	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

### B.E.S.T. ELA Standard: Reading Informational Text

Benchmarks	Evidence		
<input type="checkbox"/> Structure - ELA.8.R.2.1 – Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> Central Idea - ELA.8.R.2.2 – Analyze two or more central ideas and their development throughout a text.	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

## Eighth Grade Literacy Walkthrough Strand: Reading (R)

### B.E.S.T. ELA Standard: Reading Informational Text

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> <b>Purpose and Perspective - ELA.8.R.2.3 – Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Argument - ELA.8.R.2.4 – Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

### B.E.S.T. ELA Standard: Reading Across Genres

Benchmarks	Evidence		
<input type="checkbox"/> <b>Interpreting Figurative Language - ELA.8.R.3.1 – Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

# Eighth Grade Literacy Walkthrough Strand: Reading (R)

## B.E.S.T. ELA Standard: Reading Across Genres

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> <b>Paraphrasing and Summarizing - ELA.8.R.3.2 – Paraphrase content from grade-level texts.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Comparative Reading - ELA.8.R.3.3 – Compare and contrast the use or discussion of archetypes in texts.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Understanding Rhetoric - ELA.8.R.3.4 – Explain how an author uses rhetorical devices to support or advance an appeal.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

# Eighth Grade Literacy Walkthrough Strand: Communication (C)

## B.E.S.T. ELA Standard: Communicating through Writing

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> <b>Narrative Writing - ELA.8.C.1.2 – Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</b>	Teacher Instruction	Instructional Delivery	Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Argumentative Writing - ELA.8.C.1.3 – Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning



# Eighth Grade Literacy Walkthrough Strand: Communication (C)

## B.E.S.T. ELA Standard: Communicating through Writing

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> <b>Expository Writing - ELA.8.C.1.4 – Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Improving Writing - ELA.8.C.1.5 – Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

## Eighth Grade Literacy Walkthrough Strand: Communication (C)

### B.E.S.T. ELA Standard: Communicating Orally

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> Oral Presentation - ELA.8.C.2.1 – Present information orally, in a logical sequence, supporting the central idea with credible evidence.	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

### B.E.S.T. ELA Standard: Conventions

Benchmarks	Evidence		
<input type="checkbox"/> Conventions - ELA.8.C.3.1 – Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

## Eighth Grade Literacy Walkthrough Strand: Communication (C)

### B.E.S.T. ELA Standard: Researching

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> <b>Researching and Using Information - ELA.8.C.4.1 – Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

### B.E.S.T. ELA Standard: Creating and Collaborating

Benchmarks	Evidence		
<input type="checkbox"/> <b>Multimedia - ELA.8.C.5.1 – Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Technology in Communication - ELA.8.C.5.2 – Use a variety of digital tools to collaborate with others to produce writing.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning

# Eighth Grade Literacy Walkthrough Strand: Vocabulary (V)

## B.E.S.T. ELA Standard: Finding Meaning

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> <b>Academic Vocabulary - ELA.8.V.1.1 – Integrate academic vocabulary appropriate to grade level in speaking and writing.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Morphology - ELA.8.V.1.2 – Apply knowledge of Greek and Latin roots and affixes to determine the meaning of words and phrases in grade-level content.</b>	Teacher Instruction	Instructional Delivery	Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning
<input type="checkbox"/> <b>Context and Connotation - ELA.8.V.1.3 – Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</b>	Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
	Instructional Materials:	<u>Accomplished Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback  <u>Ineffective Use</u> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Differentiated <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback	Student Cognitive Engagement in Learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in learning