

Fifth Grade

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

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Fifth 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.

Fifth Grade Literacy Walkthrough Strand: Foundations (F)

B.E.S.T. ELA Standard: Learning and Applying Foundational Reading Skills

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|---------|------------|
| Teacher | Date/Time: |
|---------|------------|

| Benchmarks | | Evidence | | |
|---|--|------------------------------|---|--|
| <input type="checkbox"/> Phonics and Word Analysis - ELA.5.F.1.3 – Use knowledge of grade-level phonics and word-analysis skills to decode words. | | Notes on Teacher Instruction | Instructional Delivery | Notes on Student Learning |
| <input type="checkbox"/> a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. | | Instructional Materials: | <u>Accomplished Use</u> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <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"/> Fluency - ELA.5.F.1.4 – Read grade level texts with accuracy, automaticity, and appropriate prosody or expression. | | Notes on Teacher Instruction | Instructional Delivery | Notes on Student Learning |
| | | Instructional Materials: | <u>Accomplished Use</u> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <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 |

Fifth Grade Literacy Walkthrough Strand: Reading (R)

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

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|----------|------------|
| Teacher: | Date/Time: |
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| Benchmarks | Evidence | | |
|--|------------------------------|---|---|
| <input type="checkbox"/> Literary Elements - ELA.5.R.1.1 – Analyze how setting, events, conflict, and characterization contribute to the plot in a literary 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 |
| <input type="checkbox"/> Theme - ELA.5.R.1.2 – Explain the development of stated or implied theme(s) throughout a literary 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 |
| <input type="checkbox"/> Perspective and Point of View - ELA.5.R.1.3 – Describe how an author develops a character’s perspective in a literary 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 |

Fifth Grade Literacy Walkthrough Strand: Reading (R)

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

| | |
|----------|------------|
| Teacher: | Date/Time: |
|----------|------------|

| Benchmarks | Evidence | | |
|---|------------------------------|---|---|
| <input type="checkbox"/> Poetry - ELA.5.R.1.4 – Explain how figurative language and other poetic elements work together in a poem. | 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.5.R.2.1 – Explain how text structures and/or features contribute to the overall meaning of 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.5.R.2.2 – Explain how relevant details support the central idea(s), implied or explicit. | 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 |

Fifth Grade Literacy Walkthrough Strand: Reading (R)

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

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|----------|------------|
| Teacher: | Date/Time: |
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| Benchmarks | Evidence | | |
|--|------------------------------|---|---|
| <input type="checkbox"/> Author's Purpose and Perspective - ELA.5.R.2.3 – Analyze an author's purpose and/or perspective in an informational 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 |
| <input type="checkbox"/> Argument - ELA.5.R.2.4 – Track the development of an argument, identifying the specific claim(s), evidence, and reasoning. | 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 |

Fifth Grade Literacy Walkthrough Strand: Reading (R)

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

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|----------|------------|
| Teacher: | Date/Time: |
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| Benchmarks | Evidence | | |
|---|--|---|---|
| <input type="checkbox"/> Interpreting Figurative Language - ELA.5.R.3.1 – Analyze how figurative language contributes to meaning in text(s). | 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"/> Paraphrasing and Summarizing - ELA.5.R.3.2 – Summarize a text to enhance comprehension. | Notes on Teacher Instruction | Instructional Delivery | Notes on Student Learning |
| | <input type="checkbox"/> a. Include plot and theme for a literacy text. | 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. Include the central idea and relevant details for an informational text. | | |
| <input type="checkbox"/> Comparative Reading - ELA.5.R.3.3 – Compare and contrast primary and secondary sources related to the same topic | 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 |

Fifth Grade Literacy Walkthrough Strand: Communication (C)

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

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| Teacher: | Date/Time: |
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| Benchmarks | Evidence | | |
|---|------------------------------|---|---|
| <input type="checkbox"/> Handwriting - ELA.5.C.1.1 – Demonstrate fluent and legible cursive writing skills. | 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"/> Narrative Writing - ELA.5.C.1.2 – Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases. | 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"/> Argumentative Writing - ELA.5.C.1.3 – Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. | 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 |

Fifth Grade Literacy Walkthrough Strand: Communication (C)

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

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|----------|------------|
| Teacher: | Date/Time: |
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| Benchmarks | Evidence | | |
|---|------------------------------|---|---|
| <input type="checkbox"/> Expository Writing - ELA.5.C.1.4 – Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. | 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"/> Improving Writing - ELA.5.C.1.5 – Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers | 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 |

Fifth 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.5.C.2.1 – Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. | 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.5.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 |

Fifth Grade Literacy Walkthrough Strand: Communication (C)

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

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|----------|------------|
| Teacher: | Date/Time: |
|----------|------------|

| Benchmarks | Evidence | | |
|--|------------------------------|---|---|
| <input type="checkbox"/> Researching and Using Information - ELA.5.C.4.1 – Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources. | 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"/> Multimedia - ELA.5.C.5.1 – Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks. | 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"/> Technology in Communication - ELA.5.C.5.2 – Use digital writing tools individually or collaboratively to plan, draft, and revise writing. | 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 |

Fifth Grade Literacy Walkthrough Strand: Vocabulary (V)

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

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|----------|------------|
| Teacher: | Date/Time: |
|----------|------------|

| Benchmarks | Evidence | | |
|--|------------------------------|---|---|
| <input type="checkbox"/> Academic Vocabulary - ELA.5.V.1.1 – Use grade-level academic vocabulary appropriately in speaking and writing. | 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"/> Morphology - ELA.5.V.1.2 – Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. | 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"/> Context and Connotation - ELA.5.V.1.3 – 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. | 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 |