

Fourth Grade

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

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Fourth 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.

Fourth Grade Literacy Walkthrough Strand: Foundations (F)

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

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> Phonics and Word Analysis - ELA.4.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. Decode words with common Greek and Latin roots and affixes. <input type="checkbox"/> b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, est). <input type="checkbox"/> c. Decode multi-syllabic 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"/> Fluency - ELA.4.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> <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

Fourth 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"/> Literary Elements - ELA.4.R.1.1 – Explain how setting, events, conflict, and character development 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.4.R.1.2 – Explain a stated or implied theme and how it develops, using details, 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"/> Perspective and Point of View - ELA.4.R.1.3 – Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character 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

Fourth 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.4.R.1.4 – Explain how rhyme and structure create meaning 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.4.R.2.1 – Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description 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.4.R.2.2 – Explain how relevant details support the central idea, 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

Fourth 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"/> Author's Purpose and Perspective - ELA.4.R.2.3 – Explain an author's perspective toward a topic 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.4.R.2.4 – Explain an author's claim and the reasons and evidence used to support the claim.	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

Fourth 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"/> Interpreting Figurative Language - ELA.4.R.3.1 – Explain 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.4.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
	<input type="checkbox"/> b. Include the central idea and relevant details for an informational text.		
<input type="checkbox"/> Comparative Reading - ELA.4.R.3.3 – Compare and contrast accounts of the same event using primary and/or secondary 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

Fourth 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"/> Handwriting - ELA.4.C.1.1 – Demonstrate 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.4.C.1.2 – Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions 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.4.C.1.3 – Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with 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

Fourth 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"/> Expository Writing - ELA.4.C.1.4 – Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with 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.4.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

Fourth 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.4.C.2.1 – Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	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"/> Following Conventions - ELA.4.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

Fourth 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"/> Researching and Using Information - ELA.4.C.4.1 – Conduct research to answer a question, organizing information about the topic, using multiple 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.4.C.5.1 – Arrange multimedia elements to create emphasis 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.4.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

Fourth 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"/> Academic Vocabulary - ELA.4.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.4.V.1.2 – Apply knowledge of common Greek and Latin roots, base words, and affixes 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.4.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