

Ninth Grade

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

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The content for this School Leader's Literacy Walkthrough was adapted from the School Leader's Literacy Walkthrough developed by REL Southeast supported in whole or in part by contract ED-IES-12-C-0011 from the U.S. Department of Education, Institute of Education Sciences. The content was adapted to align with Florida's B.E.S.T. English Language Arts standards. The content does not necessarily reflect the view or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

Ninth 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.

Ninth 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"/> Phonological Awareness - ELA.612.F.2.1 – Demonstrate an understanding of spoken words, syllables, and sounds.		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"/> Phonics and Word Analysis - ELA.612.F.2.2 – know and apply phonics and word analysis skills in decoding words.		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.				

Ninth 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"/> Encoding - ELA.612.F.2.3 – Know and apply phonics and word analysis skills in encoding words. <input type="checkbox"/> a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.	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"/> Fluency - ELA.612.F.2.4 – 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

Ninth 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.9.R.1.1 – Explain how key elements enhance or add layers of meaning and/or style 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.9.R.1.2 – Analyze universal themes and their development 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.9.R.1.3 – Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.	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

Ninth 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.9.R.1.4 – Analyze the characters, structures, and themes of epic 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.9.R.2.1 – Analyze how multiple text structures 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.9.R.2.2 – Evaluate the support an author uses to develop the central idea(s) 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

Ninth 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"/> Purpose and Perspective - ELA.9.R.2.3 – Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	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.9.R.2.4 – Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.	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"/> Interpreting Figurative Language - ELA.9.R.3.1 – Explain how figurative language creates mood 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

Ninth 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"/> Paraphrasing and Summarizing - ELA.9.R.3.2 – Paraphrase content from grade-level 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"/> Comparative Reading - ELA.9.R.3.3 – Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary 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"/> Understanding Rhetoric - ELA.9.R.3.4 – Explain an author’s use of rhetoric in 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

Ninth 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"/> Narrative Writing - ELA.9.C.1.2 – Write narratives using narrative techniques, varied transitions, and a clearly established point of view.	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.9.C.1.3 – Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	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

Ninth 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.9.C.1.4 – Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.	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.9.C.1.5 – Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.	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

Ninth 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.9.C.2.1 – Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.	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

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

Benchmarks	Evidence		
<input type="checkbox"/> Conventions - ELA.9.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> <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

Ninth 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.9.C.4.1 – Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.	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.9.C.5.1 – Create digital presentations with coherent ideas and a clear perspective.	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.9.C.5.2 – Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.	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

Ninth 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.9.V.1.1 – Integrate academic vocabulary appropriate to grade level 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.9.V.1.2 – Apply knowledge of etymology and derivations to determine meanings of words and phrases 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.9.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.	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