

Second 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.

Second 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.

Second 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.2.F.1.3 – Use knowledge of grade-appropriate 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 variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). <input type="checkbox"/> b. Decode regularly spelled two-syllable words with long and short vowels. <input type="checkbox"/> c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). <input type="checkbox"/> d. Decode words with common prefixes and suffixes <input type="checkbox"/> e. Decode words with silent letter combinations (e.g., knight, comb, island, and ghost). | 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.2.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 |

Second 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.2.R.1.1 – identify plot structure and describe main story elements 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.2.R.1.2 – Identify and explain a theme of 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.2.R.1.3 – Identify different characters' perspectives 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 |

Second 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.2.R.1.4 – Identify rhyme schemes in poems. | 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.2.R.2.1 – Explain how text features-- including titles, headings, captions, graphs, maps, glossaries, and/or illustrations-- contribute to the 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.2.R.2.2 – Identify the central idea and relevant details 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 |

Second 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.2.R.2.3 – Explain an author's purpose 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.2.R.2.4 – Explain an author's opinion(s) and supporting 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 |

Second 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"/> Figurative Language - ELA.2.R.3.1 – Identify and explain similes, idioms, and alliteration 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"/> Paraphrase and Summarize - ELA.2.R.3.2 – Retell a text orally to enhance comprehension. | Notes on Teacher Instruction | Instructional Delivery | Notes on Student Learning |
| | <input type="checkbox"/> a. Use main story elements in a logical sequence for a literary 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. Use the central idea and relevant details for an informational text. | | |
| <input type="checkbox"/> Comparative Reading - ELA.2.R.3.3 – Compare and contrast important details presented by two texts on the same topic or theme. | 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 |

Second 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 | | |
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| <input type="checkbox"/> Handwriting - ELA.2.C.1.1 – Demonstrate legible printing 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.2.C.1.2 – Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. | 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.2.C.1.3 – Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. | 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 |

Second 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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| <input type="checkbox"/> Expository Writing - ELA.2.C.1.4 – Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion. | 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.2.C.1.5 – Improve writing as needed by planning, revision, 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 |

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

| Benchmarks | Evidence | | |
|---|------------------------------|---|---|
| <input type="checkbox"/> Oral Presentation - ELA.2.C.2.1 – Present information orally using complete sentences, 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 |

Second Grade Literacy Walkthrough Strand: Communication (C)

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

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| Teacher: | Date/Time: |
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| Benchmarks | Evidence | | |
|---|------------------------------|---|---|
| <input type="checkbox"/> Following Conventions - ELA.2.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 |

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

| Benchmarks | Evidence | | |
|---|------------------------------|---|---|
| <input type="checkbox"/> Researching and Using Information - ELA.2.C.4.1 – Participate in research to gather information to answer a question about a single topic using multiple 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 |

Second Grade Literacy Walkthrough Strand: Communication (C)

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

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| Teacher: | Date/Time: |
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| Benchmarks | Evidence | | |
|---|------------------------------|---|---|
| <input type="checkbox"/> Multimedia - ELA.2.C.5.1 – Use one or more multimedia element(s) to enhance 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.2.C.5.2 – Use digital tools to produce and publish writing individually or with peers and with support from adults. | 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 |

Second Grade Literacy Walkthrough Strand: Vocabulary (V)

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

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| Teacher: | Date/Time: |
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| Benchmarks | Evidence | | |
|---|------------------------------|---|---|
| <input type="checkbox"/> Academic Vocabulary - ELA.2.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.2.V.1.2 – Identify and use 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.2.V.1.3 – Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown 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 |