

Third Grade

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

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Third 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.

Third 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.3.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 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.3.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

Third 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.3.R.1.1 – Explain how one or more characters develop throughout 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.3.R.1.2 – Explain a 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.3.R.1.3 – Explain 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

Third 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.3.R.1.4 – Identify types of poems: free verse, rhymed verse, haiku, and limerick.	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.3.R.2.1 – Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect 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.3.R.2.2 – Identify the central idea and explain how relevant details support that idea 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

Third 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.3.R.2.3 – Explain the development of 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.3.R.2.4 – Identify an author's claim and explain how an author uses evidence 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

Third 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"/> Figurative Language - ELA.3.R.3.1 – Identify and explain metaphors, personification, and hyperbole 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.3.R.3.2 – Summarize a text to enhance comprehension. <input type="checkbox"/> a. Include plot and theme for a literacy text. <input type="checkbox"/> b. Use the central idea and relevant details for 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"/> Comparative Reading - ELA.3.R.3.3 – Compare and contrast how two authors present information 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

Third 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.3.C.1.1 – Write in cursive all upper-and lowercase letters.	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.3.C.1.2 – Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, 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.3.C.1.3 – Write opinions about a topic or text, include reasons supported by details from one or more sources, 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

Third 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.3.C.1.4 – Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, 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.3.C.1.5 – Improve writing as needed 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

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

Benchmarks	Evidence		
<input type="checkbox"/> Oral Presentation - ELA.3.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

Third Grade Literacy Walkthrough Strand: Communication (C)

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

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> Following Conventions - ELA.3.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.3.C.4.1 – Conduct research to answer a question, organizing information about the topic from 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

Third Grade Literacy Walkthrough Strand: Communication (C)

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

Teacher:	Date/Time:
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Benchmarks	Evidence		
<input type="checkbox"/> Multimedia - ELA.3.C.5.1 – Use two or more multimedia elements to enhance oral and 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.3.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

Third 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.3.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.3.V.1.2 – Identify and 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.3.V.1.3 – Use context clues, figurative language, 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