

Twelfth Grade

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

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Twelfth 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.

Twelfth 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		
		Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
<input type="checkbox"/> Phonological Awareness - ELA.612.F.2.1 – Demonstrate an understanding of spoken words, syllables, and sounds.	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	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. Accurately segment single-syllable and multisyllabic words.		<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	
		Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
<input type="checkbox"/> Phonics and Word Analysis - ELA.612.F.2.2 – Know and apply phonics and word analysis skills in decoding words.	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	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. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.		<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	

Twelfth 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		
		Notes on Teacher Instruction	Instructional Delivery	Notes on Student Learning
<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.		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.		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

Twelfth 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.12.R.1.1 – Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the 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.12.R.1.2 – Analyze two or more themes and evaluate 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.12.R.1.3 – Evaluate the development of character perspective, including conflicting perspectives.	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

Twelfth 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.12.R.1.4 – Evaluate works of major poets in their historical context.	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.12.R.2.1 – Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.	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.12.R.2.2 – Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.	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

Twelfth 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.12.R.2.3 – Evaluate an author's choices in establishing and achieving purpose(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"/> Argument - ELA.12.R.2.4 – Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.	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.12.R.3.1 – Evaluate an author's use of 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

Twelfth 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.12.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.12.R.3.3 – Analyze the influence of classic literature on contemporary world 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.12.R.3.4 – Evaluate rhetorical choices across multiple 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

Twelfth 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.12.C.1.2 – Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.	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.12.C.1.3 – Write arguments to support claims based on an in-depth analysis of topics or texts, using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.	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

Twelfth 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.12.C.1.4 – Write an in-depth analysis of complex texts using a logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.	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.12.C.1.5 – Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.	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

Twelfth 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.12.C.2.1 – Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.	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: Following Conventions

Benchmarks	Evidence		
<input type="checkbox"/> Conventions - ELA.12.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

Twelfth 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.12.C.4.1 – Conduct research on a topical issue to answer a question and synthesize information from a variety of 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.12.C.5.1 – Design and evaluate digital presentations for effectiveness.	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.12.C.5.2 – Create, publish, and share multimedia texts through a variety of digital formats.	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

Twelfth 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.12.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.12.V.1.2 – Apply knowledge of etymology, derivations, and commonly used foreign phrases 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.12.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