Maximizing Your Instruction to Be the B.E.S.T. Grades 6-12

Sessions 1 & 2

FLORIDA DEPARTMENT OF EDUCATION
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Just Read, Florida!

Figurative Language – Progression by Grade Level

Introduction Level	Symbol
Figurative Language is introduced.	I
Students begin to apply, explain, analyze and evaluate figurative language.	R

Figurative Language (R.3.1)	2	3	4	5	6	7	8	9	10	11	12
simile	I	R	R	R	R	R	R	R	R	R	R
idiom											
alliteration											
metaphor											
personification											
hyperbole											
imagery											
onomatopoeia											
allusion											
symbolism											
meiosis (understatement)											

Section 1			
Directions: Determine whether the sample task meets the demands of the assigned benchmark. If the task does not meet the demands of the benchmark, create a possible revision for the task.			
Benchmark	**Sample Task**	**Task Meets the Demands of the Benchmark (Y/N)**	**Notes/Revisions**
9.R.2.2	How do the details in the article support the central idea?	N	• Task meets the demands of 5.R.2.2 • Possible Revision: Which two details in the article best support the development of the central idea? In the response, include how the rhetorical appeal(s) contribute to the development of the central idea.
10.R.3.1	Explain why the author's use of hyperbole creates a humorous mood in the text.		
11.R.1.3	How does the author juxtapose the descriptions of the settings in Chapter 2 and Chapter 3 to develop the protagonist's shifting perspective?		
6.R.1.4	How does the poet's use of free verse contribute to meaning in the poem?		

Section 2			
Directions: Determine the appropriate benchmark for each sample task.			
	How do the two texts' use of the 'River' symbol comment differently on the hero archetype?	Y	• Task meets the demands of the benchmark.
	How does the author's word choice in the essay help achieve his purpose?	Y	• Task meets the demands of the benchmark.

What	Description	Check if evidence of this demand is found within the lesson
Evidence of vertical progression	Students are required to build upon previously learned benchmarks from earlier grades.	
Evidence of clarifications	Clarifying information that cannot be determined from the benchmark alone.	
Evidence of the appendix pages	Additional resources to support the grade level benchmarks (*Found on pages 147-219*).	
Evidence of stacked benchmarks	A coordinated set of benchmarks and ELA expectations intentionally organized to support a lesson.	
Explicit Instruction	Intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills. One example is the gradual release model (*Practice Profile, page 2*).	
Systematic Instruction	A planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review, and practice to enable learners to achieve learning goals (*Practice Profile, pages 2-3*).	
Scaffolded Instruction	The intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently (*Practice Profile, page 3*).	
Differentiated Instruction	Adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals (*Practice Profile, page 3*).	

Grade 6: "Farewell Speech"

Purpose of Stack	Text(s)
The benchmarks are grouped to teach students how to analyze texts for author's purpose and rhetorical appeals. The accompanying benchmarks (central idea, paraphrase, vocabulary, expository writing) will assist students in achieving mastery of the spotlight benchmarks. In addition, EE.1.1, EE.2.1, EE.3.1 and EE.4.1 are embedded to support student learning.	"Farewell Speech" by Lou Gehrig (Beloved pro baseball player Lou Gehrig delivered his famous speech on July 4, 1939, at Yankee Stadium in response to the news of his illness and retirement.) "Senate Committee Speech" by Michael J. Fox (Michael J. Fox spoke during a Senate Committee Hearing in 1999 regarding his experience with Parkinson's disease.)

<table>
<tr><td colspan="2" align="center">Text 1: "Farewell Speech" by Lou Gehrig
Text 2: "Senate Committee Speech" by Michael J. Fox
Estimated Timeframe: three to four 50-minute class periods
Note: The estimated timeframe will vary based on instructional routines and student needs.</td></tr>
<tr><td>Objectives</td><td>Benchmarks/ELA Expectations:
Reference all clarifications and appendices for each benchmark in the B.E.S.T. Standards document.</td></tr>
<tr><td>
1. Students will determine the author's purpose of "Farewell Speech."
2. Students will analyze how author's purpose impacts the treatment of a topic.
3. Students will determine rhetorical appeals in "Farewell Speech" and how they are used to convey the message.
</td><td>

Spotlight(s)
ELA.6.R.2.3 Analyze authors' purpose(s) in multiple accounts of the same event or topic.
ELA.6.R.3.4 Identify rhetorical appeals in a text.

Accompanying
ELA.6.R.2.2 Analyze the central idea(s), implied or explicit and its development through a text.
ELA.6.C.1.4 Write expository texts to explain and analyze information from multiple sources, using a logical organizational structure, relevant elaboration and varied transitions.

ELA 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.
</td></tr>
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Systematic Instruction		
Lesson 1: R.2.2, EE.1.1, EE.2.1, EE.3.1, EE.4.1 Lesson 2: R.2.3, EE.1.1, EE.2.1, EE.3.1, EE.4.1 Lesson 3: R.3.4, C.1.4, EE.1.1, EE.2.1, EE.3.1, EE.4.1		
Instructional Task(s)/Checks for Understanding	**Modeled Instruction**	**Discussion Questions and Sample Responses** *(Student responses may vary.)*
➢ **Note: Explicit Instruction can be varied due to the following:** • **time of year** • **benchmark demands** • **student data** **Lesson 1** **Set the purpose for the day:** I can analyze the central ideas and how they are developed in Lou Gehrig's and Michael J. Fox's speeches.		
Explicit Instruction/Modeled Instruction: Discuss/provide background knowledge on Baseball Hall of Famer, Lou Gehrig, why he was delivering the speech and brief details on the men mentioned in paragraph 5. Read the speech aloud to students (or have students follow along while listening to an audio version). Model how to identify the topic, central idea and relevant supporting details throughout the text. Model thinking while writing a statement that explains how the details support the central idea.	In paragraph 5, Gehrig specifically mentioned the following people: • Jacob Ruppert – New York Yankees owner • Ed Barrow – New York Yankees business manager • Miller Huggins – New York Yankees manager • Joe McCarthy – New York Yankees manager Topic: *Things for which Gehrig is grateful* Central idea: *Despite being diagnosed with ALS, Gehrig feels there is a lot for which to be grateful.* Relevant details to support the central idea: *Paragraph 3 – having played baseball/supportive fans*	Ask students to share any background knowledge they have regarding Lou Gehrig and amyotrophic lateral sclerosis (ALS). *Lou Gehrig was a major league baseball player for the New York Yankees. He played for 17 seasons. In 1939, he gave a speech in response to the news that he had been diagnosed with ALS, a progressive disease that affects nerve cells in the brain and spinal cord; to date, it is always fatal. There is not yet a cure, but significant research has been and continues to be conducted.*

Instructional Task(s)/Checks for Understanding	Modeled Instruction	Discussion Questions and Sample Responses *(Student responses may vary.)*
	Paragraphs 5 and 7 – knowing and working with various employees of the NYY *Paragraphs 8-10 – family*	
Guided Practice Task: With a partner or table group, read the Michael J. Fox speech. Identify the topic, central idea and relevant supporting details throughout the text. Discuss how the details support the central idea. Teacher is circulating while actively listening and providing corrective feedback to students, bringing student awareness to misconceptions and guiding their thinking.		What is the topic of this speech? *Parkinson's Disease* What is the central idea of this speech? *Additional funding for Parkinson's Disease research is necessary because it will help scientists discover more effective treatments and a potential cure for the disease.* What are the relevant details to support the central idea? *Cite information from paragraphs 5-8.* How do these details support the central idea? *Paragraph 5 – Research is needed to find effective medicine.* *Paragraph 6 – Research funding for Parkinson's is less than funding for other diseases.* *Paragraph 7 – Without adequate funding, scientists may not develop a cure.* *Paragraph 8 – Fox believes that more research will lead to a better understanding and improved treatment options; this requires additional funding.*

Instructional Task(s)/Checks for Understanding	Modeled Instruction	Discussion Questions and Sample Responses *(Student responses may vary.)*
Planned out Scaffold: Before students work in partners or table groups, distribute a copy of the Michael J. Fox speech that matches the video. Instruct students to follow along while listening to Michael J. Fox speak. During guided practice, provide a graphic organizer or break down the task into smaller steps to partners or table groups who need the scaffold.		
Independent Practice (Check for Understanding): Quick Write in Response Journal: Write a statement that explains the central idea of the Michael J. Fox speech and how the relevant details support the central idea.		
Small Group Differentiation: Teacher uses formative assessment data collected during the guided and independent time to pull a small group together. Teacher adapts the content, process or the product for specific students in need of adapting instruction by providing sentence frames, an outline or other scaffolds.		
Lesson 2 **Set the purpose for the day:** I can analyze Lou Gehrig's and Michael J. Fox's purposes in their speeches.		
Explicit Instruction/Modeled Instruction: If needed, provide an explicit mini-lesson on author's purpose. Reread the Lou Gehrig speech aloud. Model identifying the author's purpose and think aloud to explain why he wrote and delivered this speech. Attend to	Author's purpose: *Gehrig is sharing his perspective on his retirement after being diagnosed with ALS.*	

Instructional Task(s)/Checks for Understanding	Modeled Instruction	Discussion Questions and Sample Responses *(Student responses may vary.)*
the subject, audience and kind of language he uses.	Subject: *Gehrig's retirement* Audience: *Team and fans* Language: *He considers himself lucky (paragraphs 2, 4, 6).* *He is honored to have played baseball, had great fans, and worked with NYY management (paragraphs 4, 5, 7).* *He is thankful to his family (paragraphs 8-10).*	
Second Read: Students reread the entire Michael J. Fox speech. Discuss/review the central idea and how the relevant details support the central idea. Clarify misconceptions.		
Guided Practice: With a partner or table group, identify Michael J. Fox's purpose and why he wrote and delivered this speech. Consider the subject, audience and language he uses. Teacher is circulating while actively listening and providing corrective feedback to students, bringing student awareness to misconceptions and guiding their thinking.		What is Fox's purpose for writing and delivering this speech? *Michael J. Fox is requesting the senate committee for additional funding for Parkinson's Disease research.* What is the subject of this speech? *Parkinson's Disease Research and Funding* Who is the audience? *U.S. Senate* committee What kind of language does Fox use?

Instructional Task(s)/Checks for Understanding	Modeled Instruction	Discussion Questions and Sample Responses *(Student responses may vary.)*
		Responses include but are not limited to: • *He uses personal anecdotes (paragraphs 1,2, 4, 5, 9, 10).* • *He makes claims (paragraph 3).* *He discusses funding, research and treatment (paragraphs 5-8).*
Scaffold: Provide a graphic organizer.		
Independent Practice (Check for Understanding): Quick Write in Response Journal: Write a statement that explains Michael J. Fox's purpose for writing and delivering this speech. Be sure to include his subject, audience and specific language he uses to support the response.		
Small Group Differentiation: Teacher uses formative assessment data collected during the guided and independent time to pull a small group together. Teacher adapts the content, process or the product for specific students in need of adapting instruction.		
Lesson 3 **Set the purpose for the day:** I can identify rhetorical appeals in the Lou Gehrig and Michael J. Fox speeches.		
Explicit Instruction/Modeled Instruction: Provide an explicit lesson on rhetoric and rhetorical appeals. Create an anchor chart for students to reference (see page 198 in B.E.S.T. Standards book for a resource on rhetorical appeals). Include student-friendly examples and several formative assessment	What are the rhetorical appeals in each paragraph? *See annotated speech for possible responses.*	

Instructional Task(s)/Checks for Understanding	Modeled Instruction	Discussion Questions and Sample Responses *(Student responses may vary.)*
opportunities before moving on to the Lou Gehrig speech. Reread Lou Gehrig speech aloud. Model thinking while identifying rhetorical appeals throughout the speech.		
Third Read: Students independently reread the Michael J. Fox speech and try to identify one to two rhetorical appeals.		
Modeled Instruction/Guided Practice: Read paragraphs 1-2 aloud and model thinking while identifying rhetorical appeals. Reference anchor chart during think aloud. Instruct students to work in partners or table groups to identify rhetorical appeals in paragraphs 3-5. Discuss responses whole group and clarify misconceptions. Repeat process for paragraphs 6-11. Teacher is circulating while actively listening and providing corrective feedback to students, bringing student awareness to misconceptions and guiding their thinking.		What are the rhetorical appeals in each paragraph? *See annotated speech for possible responses.*
Scaffold: Provide a graphic organizer.		
Small Group Differentiation: Teacher uses formative assessment data collected during the guided and independent time to pull a small group together. Teacher adapts the content, process or the product for specific students in need of adapting instruction.		
Lesson 4 **Set the purpose for the day:** I can explain the similarities and differences in Lou Gehrig's and Michael J. Fox's purposes of their speeches and the ways in which rhetorical appeals support their purposes, using specific		

Instructional Task(s)/Checks for Understanding	Modeled Instruction	Discussion Questions and Sample Responses *(Student responses may vary.)*
evidence from both texts to support my thoughts.		
Guided Practice: The teacher establishes a protocol or structure for a whole class discussion of the text-dependent task: Explain the similarities and differences in Lou Gehrig's and Michael J. Fox's purposes of their speeches and the ways in which rhetorical appeals support their purposes, using specific evidence from both texts to support the response. **Scaffold:** Teacher can provide discussion stems to guide the academic discourse about the text-dependent task and the texts it addresses. **Scaffold:** Teacher can provide students with a graphic organizer to process the ideas shared and developed during discussion.		What are the shared topic and similarities in the speeches? *Both men gave speeches about the incurable diseases they were living with. Both men used personal details, referenced the future, and used various rhetorical appeals to connect with their audiences.* What are the differences in the speeches? *Gehrig's speech focused on what he was grateful for in his life and was written to provide his fans with information on his current perspective.*
Independent Practice (Culminating Task): Informative Writing Task: Identify the shared topic of both speeches. Explain the similarities and differences in Lou Gehrig's and Michael J. Fox's purposes of their speeches and the ways in which rhetorical appeals support their purposes, using specific evidence from both texts to support the response. **Scaffold:** Provide a graphic organizer to help students identify similarities and differences before they begin the writing task.		*Fox's speech focused on what additional funding for research could mean for people living with the disease.* *Evidence from texts will vary.*
Remember to provide all accommodations as required by student plans.		

Grade 11: *Night*

Purpose of Stack	Text(s)
This stack is intended to track how characters change throughout *Night*. Tracking characterization requires students to use textual evidence to discuss the changes in a character. Students should track the characters while reading the novel in order to prepare for the culminating task.	*Night* by Elie Wiesel: The novel relates the author's experience as a Jewish boy living in Hungary during World War II. Chapter 1 depicts his Jewish community's willingness to ignore the warning signs that their lives were threatened by the systematic revocation of their rights, resulting in their transport to concentration camps.

Text 1: *Night*
Estimated Timeframe: one 50-minute class period
Note: The estimated timeframe will vary based on instructional routines and student needs.

Objectives	Benchmarks/ELA Expectations:
	Reference all clarifications and appendices for each benchmark in the B.E.S.T. Standards document.

Objectives	Benchmarks/ELA Expectations
Students will • Explain and analyze how characters change throughout *Night*; • Identify the events that most significantly changed each character; and • Evaluate how characterization enhances or adds layers to the meaning of the novel.	**Spotlight(s)** **ELA.11.R.1.1** Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. **ELA.11.R.3.2** Paraphrase content from grade-level texts. **Accompanying** **ELA.11.C.1.3** Write literary analyses to support claims, using logical reasoning, credible evidence from sources and elaboration, demonstrating an understanding of literary elements. **ELA.11.V.1.1** Integrate academic vocabulary appropriate to grade level in speaking and writing. **ELA 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.

Explicit Instruction	Discussion Questions and Sample Responses *(Student responses may vary.)*	Instructional Task(s)/Check for Understanding
ELA.11.R.1.1; ELA.11.R.3.2 **Part 1: Review Chapter of *Night*** Students should already have read the chapter and have a clear understanding of what is happening in the text. Students should provide a synopsis of the chapter using their paraphrasing skills to demonstrate comprehension. Students should include information from the beginning, middle and end in their synopsis. Students should share their synopsis in a class discussion.	• **Analyze the meaning of chapter one.** *Responses should include references to how Eliezer is the 12-year-old narrator who is taught the Kabbalah by Moishe the Beadle, a teacher. Germans occupy Sighet. During chapter one foreign Jews are deported and then at the end of the chapter, the rest of the Jews are being deported as the Germans search their city for all valuables.*	**CHAPTER SYNOPSIS** **Scaffold:** Depending on the needs of the students, teachers may use summary strategies such as paragraph frames, sentence stems, post-it note summaries, twitter summaries and/or graphic organizers. **CLASS DISCUSSION** **Scaffold:** Depending on the needs of the students, the teacher can lead a whole group discussion, small group discussion or partner discussion.
ELA.11.R.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1 **Part 2: Characterization Graphic Organizer** This graphic organizer is designed to help focus student attention on qualities of each of the characters that change throughout chapter one using textual evidence from the chapter. Students complete their own graphic organizer.	• **Highlight the words in the quote that describe the character. What do these quotes tell us about the specific character?**	

Explicit Instruction	Discussion Questions and Sample Responses *(Student responses may vary.)*	Instructional Task(s)/Check for Understanding
ELA.11.R.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1 **Part 3: Chapter Discussion** Lead a classroom discussion after each chapter. Repeat Part 1 - Part 3 for each chapter of the novel. Students will identify quotes to add to the graphic organizer. Discussion questions 1-3 in Part 3 should be repeated for each major character in the chapter and recorded in a T-chart or graphic organizer. This will support the evaluation of the major character to prepare for the literary analysis.	**Discussion questions:** 1. In the chapter, how does the author's use of characterization add layers of meaning to the novel? 2. In the chapter, how does the author's use of tone and mood impact the meaning of the novel? 3. In the chapter, how does the author develop the theme through the character?	**Scaffold:** Depending on the needs of the students, a teacher may have students discuss these questions in whole group instruction, small group instruction or a discussion with partners. **Enrichment:** Depending on the needs of the students, a teacher may have the graphic organizer and discussion of each chapter in a literature circle.
ELA.11.C.1.3; ELA.11.R.1.1; ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1 **Part 4: Culminating Activity** Students then use all of the information gathered to construct a well-developed literary analysis.	**Choose a specific character from the novel *Night*.** • **How does the specific character change throughout the novel? Evaluate how characterization contributes to the mood, tone, and/or theme. Be sure to include logical reasoning and credible evidence.**	**CULMINATING ACTIVITY** **Literary Analysis** Prompt: Describe the characterization in *Night*.
*Remember to provide all accommodations as required by student plans.		

<p align="center">***Night* Characterization**</p>

DIRECTIONS: When reading each chapter, analyze the character's appearance, actions and words through quotes from each chapter in order to determine how he or she changes over the course of the novel.

Quotation	Which character is being described? What chapter is this quote from?	Characterization: What does the quote tell us about the character?	Tone and Mood: What tone and mood are inferred about this character based on the evidence from the text?
"He was poor and lived in utter penury. As a rule, our townspeople, while they did help the needy, did not particularly like them. Moishe the Beadle was the exception." (Wiesel, 3)	Moishe Chapter 1	Everyone in town liked him even though he was very poor. He must have been friendly or kind for everyone to like him.	
"He stayed out of people's way. His presence bothered no one. He had mastered the art of rendering himself insignificant, invisible." (Wiesel, 3)	Moishe Chapter 1	He did not like a lot of attention.	
"I had never asked myself that question. I cried because… because something inside me felt the need to cry." (Wiesel, 4)	Narrator Chapter 1	He felt strong emotions when he prayed, but he didn't understand those emotions.	
"He rarely displayed his feelings, not even within his family, and was more involved with the welfare of others than with that of his own kin." (Wiesel, 4)	Narrator's father Chapter 1	The Narrator's father is not close with his family and rarely shows his emotions in public.	

Quotation	Which character is being described? What chapter is this quote from?	Characterization: What does the quote tell us about the character?	Tone and Mood: What tone and mood are inferred about this character based on the evidence from the text?
"And in the course of those evenings I became convinced that Moishe the Beadle would help me enter eternity, into that time when question and answer would become ONE." (Wiesel, 5)	Narrator Chapter 1	He is developing his Jewish faith and hopes to become stronger in his faith.	
"Day after day, night after night, he went from one Jewish house to the next, telling his story." (Wiesel, 7)	Moishe Chapter 1	He urgently wanted everyone's attention and was concerned for everyone's safety.	
"The joy in his eyes was gone. He no longer sang. He no longer mentioned either God or Kabbalah. He spoke only of what he had seen." (Wiesel, 7)	Moishe Chapter 1	The horrors he saw consumed him, and he was never the same. He's sad now and only speaks of the murders.	
"Even I did not believe him. I often sat with him, after services, and listened to his tales, trying to understand his grief. But all I felt was pity." (Wiesel, 7)	Narrator Chapter 1	He is struggling with believing Moishe, even though he is his trusted mentor, because he cannot fathom such horrors.	
"Even Moishe the Beadle had fallen silent. He was weary of talking. He would drift	Moishe Chapter 1	He lost his faith and optimism. He is very fearful of what will	

Quotation	Which character is being described? What chapter is this quote from?	Characterization: What does the quote tell us about the character?	Tone and Mood: What tone and mood are inferred about this character based on the evidence from the text?
through synagogue or through the streets, hunched over, eyes cast down, avoiding people's gaze." (Wiesel, 8)		happen next.	
"My father's view was that it was not all bleak…." "The yellow star? So what? It's not lethal…." (Wiesel, 11)	Narrator's father Chapter 1	He is optimistic or is at least trying to be optimistic that it is of no consequence to be labeled with the star.	
"Some of the prominent members of the community came to see my father to ask him what he thought of the situation." (Wiesel, 11)	Narrator's father Chapter 1	He is well respected in the community since everyone wants his opinion on what is happening.	
"My father ran to the right and left, exhausted, comforting friends, running to the Jewish Council to see if the edict had not been revoked in the meantime." (Wiesel, 15)	Narrator's father Chapter 1	He is losing faith that things will be okay. He is still hoping that it will be revoked, but likely does not actually believe it will.	

Reflection Question	Response	Next Steps	Who is involved to achieve the Next Step?
What are the opportunities in the district/school to build knowledge around the ELA benchmark demands?			
If training on the benchmarks has already been provided, how might teachers deepen their understanding of the benchmark demands?			
Think about a newly adopted curriculum. How might criteria be used to ensure the instructional plans meet the B.E.S.T. ELA benchmark demands?			
How might an educator design collaborative planning opportunities for coaches and teachers in a district/school?			