

Maximizing Your Instruction to be the B.E.S.T. Grades K-5

Sessions 1 and 2

Benchmark Demands Note Catcher

Evidence of vertical progression	
Evidence of clarifications	
Evidence of the appendix pages	
Evidence of stacked benchmarks	
Evidence of the six ELA Expectations	
Explicit instruction	
Systematic instruction	
Scaffolded instruction	
Differentiated instruction	

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Criteria for Aligning Instruction Centered Around the B.E.S.T. ELA Benchmark Demands: Grades K-12

What	Description	Evidence of This Demand
Evidence of Vertical Progression	Students 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 Appendix Pages	Additional resources to support the grade level benchmarks (<i>B.E.S.T. ELA pages 147-219</i>)	
Evidence of Stacked Benchmarks	A coordinated set of benchmarks and ELA expectations intentionally organized to support a lesson	
Evidence of the 6 ELA Expectations	Overarching skills that run through every component of ELA that students should be using throughout the strands	
Explicit Instruction	Intentional teaching with clear and direct presentations of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills (e.g., gradual release model) (<i>Practice Profile, p. 2</i>)	
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 (<i>Practice Profile, p. 3</i>)	
Scaffolded Instruction	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; temporary support matched to the current understanding or skill level of learners; intent is to provide a decreasing level of support until learners are empowered to perform independently (<i>Practice Profile, p. 4</i>)	
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 (<i>Practice Profile, p. 6</i>)	
Additional Considerations:		

Grade 3: *Pablo Neruda: Poet of the People*

Purpose of Stack	Text(s)
<p>This text is rich in figurative language which enhances the character development in the story. The theme in this story can easily be paired with other texts to include poetry.</p>	<p><i>Pablo Neruda: Poet of the People</i> by Monica Brown</p>
<p>Text: <i>Pablo Neruda: Poet of the People</i> Estimated Timeframe: 3-4 days Note: The estimated timeframe may vary based on instructional routines and student needs.</p>	
Objectives	Benchmarks/ELA Expectations
<p>Students will:</p> <ul style="list-style-type: none"> • explain how Neftali develops throughout the plot of the story; • identify a theme and explain how it develops using details; • identify and explain how the author uses language to further enhance the story; • write opinions about a text including reasons supported by details; and • practice fluently reading grade level text using the fluency rubric from Appendix E. 	<p>Benchmarks/ELA Expectations Reference all clarifications and appendices for each benchmark in the B.E.S.T. Standards document.</p> <p><u>Spotlight(s)</u> ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text. ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text. ELA.3.R.3.1: Identify and explain metaphors, personification and hyperbole in text(s). 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.</p> <p><u>Accompanying</u> ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.</p> <p><u>ELA Expectations</u> ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning. 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.</p>

Systematic Instruction

Lesson 1: R.1.1, EE.1, EE.4

Lesson 2: R.1.1, R.3.1, EE.3

Lesson 3: F.1.4, R.1.2, C.1.3, EE.5

Instructional Task(s)/Check for Understanding

(Include ideas for addressing student misconceptions.)

Discussion Questions: Oral Language through Text Dependent Questions (TDQs) 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

Purpose for the Day:

Teacher sets the purpose for the day: "I can explain how Neftali's character develops throughout the plot of the story."

Model:

Teacher models how to explain the main character of a story by examining how the character develops throughout the plot. Include the character's traits, feelings, motivations and responses to situations. Use an anchor chart to model your thinking using a familiar text (e.g., previously read text). Remind students they will be applying this learning to a new piece of text today.

Fluently Model:

Teacher reads through the new text, *Pablo Nerudo: Poet of the People*. Make sure to read the author's note at the end. Refer to discussion questions to check for understanding when appropriate. (EE.1, EE.4)

1. What was Pablo F.'s real name? (*Neftali*)
2. Why did he change his name? (*His father did not approve of his poetry, so he published behind his father's back under a fictitious name.*)
3. Name some things that Pablo loved. (*words, nature, horseback riding, swimming, books, opposites, people, dogs*)
4. What was special about the ink Pablo used? (*He always used green ink.*)
5. Name some of the things Pablo wrote about. (*art, nature, the marketplace, opposites, stones, children playing, unfair working conditions, etc.*)
6. What do you notice about the illustrations and words found within them? (*The illustrations are swirling with bilingual words: English and Spanish.*)
7. What does the author mean by, "From his

Guided Practice Task:

Teacher assigns task: "With your table group, reread the text. Describe Neftali's traits, feelings and motivation and response to situations. How do his actions contribute to the events in the story?" Teacher circulates while actively listening to students in order to provide corrective feedback, bringing student awareness of misconceptions and guiding their thinking.

Planned Out Scaffold:

Teacher provides a graphic organizer or breaks down the task into smaller steps for table groups who would benefit from the scaffold.

Independent Practice (Check for Understanding):

Teacher assigns a Quick Write in Response Journal: "The author's note says, 'Pablo Neruda is considered one of the greatest and most influential poets of the twentieth century.' At what point in the story do we begin to see Pablo's writing having more influence?" (When Pablo saw coal miners working dangerous jobs for little money, he begins to get angry and share their story, thus increasing the influence of his work.)

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 2

Set the purpose for the day: "I can identify and explain how the author utilizes figurative language to enhance the development of the character Neftali in the story."

Model the use of figurative language previously learned in Grade 2 (similes, idioms and alliteration). Then introduce metaphors, personification and hyperbole. Provide a visual for students to reference during instruction that includes description and examples of all six. See Appendix B, page 175.

Second Read: Students read through the entire text. Refer to discussion questions to check for

poems grew flowers of hope and dreams of peace?"

(Pablo's words in his poetry were inspirational to the people, providing them hope that there was power in sharing their stories, and giving them a desire/dream of a peaceful outcome.)

8. After Pablo Neruda died, one of his friends wrote, "...he carries his poetry to the people as simply and calmly as a loaf of bread." Explain this comparison in your own words. What did his friend mean by this statement?

(Comparing Pablo's poetry to a loaf of bread signifies how simple it was. Bread wasn't something special that was only for kings and queens. Everyone has access to bread. However, bread is necessary for life. Bread sustains us. Bread is a staple in most meals in most cultures. Pablo's words were just ordinary words that were powerful for the people and their sustainment.) (R.3.1)

understanding when appropriate and review character development from lesson 1. (R.1.1, EE.1, EE.4)

Optional Scaffold:

choral read, partner read, teacher read Model and Guided

Practice Task:

Explain by a think aloud: “The author writes, ‘...but he loved to read and discover magic between the books.’ The author purposely inserted a metaphor because she wants readers to understand that Neftali spent many hours reading; his imagination would take him on magical adventures in his mind. This lets us know as readers that Neftali had creative talents and a deep imagination.”

(R.1.1, EE.3)

Guided Practice:

With your partner, discover other types of figurative language the author uses throughout the story and explain how it influences the development of the character, Neftali. Teacher circulates while actively listening to students in order to provide corrective feedback, bringing student awareness of misconceptions and guiding their thinking. Remind students to use the visual you created of the six types of figurative language.

Scaffold:

Provide a graphic organizer that is prenumbered with the exact amount of figurative language uses you would like students to identify and explain from the story. (Figurative language is found on pages 1, 2, 4, 5, 20, 25, 26 and 28.)

Independent Practice (Check for Understanding):

Quick Write in Response Journal: We have learned about six different types of figurative language. Imagine you are asked by the author to add your own page to the story, *Pablo Nerudo: Poet of the People*. Select one or more pieces of figurative language to enhance your additional page that will be added to the story.

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 explain a theme and how it develops, using details, in a literary text."

Model:

Remind students of their learning in Grade 2, identifying and explaining theme. Refresh students' memory by showing and stating that the theme is the underlying message or big idea of a talk, book, film or other work. Use a familiar text to model your thinking process as to how you discover what the theme of the story is. This year, students will be deepening their understanding by explaining the details that show development.

Third Read:

Students read through the entire text for fluency using the fluency rubric from Appendix E, page 210. Refer to discussion questions to check for understanding when appropriate (R.1.4, EE.1, EE.4).

Guided Practice Task:

With your partner, refer to your thinking, anecdotal notes and journal from Lesson 1 and Lesson 2. Jot down or highlight details that explain the theme of this story, *Pablo Nerudo: Poet of the People*. Remind students they are looking for the underlying message or big idea. Teacher circulates and actively listens to students in order to provide corrective feedback while bringing student awareness of misconceptions. Remind students to use the visual and the modeled example you provided to frame their thinking.

Scaffold:

Provide a graphic organizer or a word bank of possible themes. (Examples: Words can help give people a voice. Words can have a powerful impact. Words can bring hope and peace.)

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.

Independent Practice (Culminating Task):

Essay Writing: Now that we have examined character development and theme while explaining

how the author uses language to enhance development, write an essay on the following prompt.

Prompt: The author claims that Pablo Neruda is a Poet of the People. Do you agree? Why or why not? Use evidence from the text to support your answer.

**Remember to provide all accommodations as required by student plans.*

Grade 3: *Sarah, Plain and Tall*

Purpose of Stack	Text(s)
<p>Students will gain a deep understanding on how the story plot influences the character’s perspective while capturing how the author uses figurative language to further understand the character’s traits.</p>	<p><i>Sarah, Plain and Tall</i> by Patricia MacLachlan</p>
<p>Text: <i>Sarah, Plain and Tall</i> Estimated Timeframe: four to six 30-40 minute sessions Note: The estimated timeframe may vary based on grade level, instructional routines and student needs.</p>	
Objectives	Benchmarks/ELA Expectations:
<p>Students will:</p> <ul style="list-style-type: none"> ● explain how the characters develop throughout the plot in the story; ● explain different character’s perspectives in the story; ● summarize the story to enhance comprehension; ● use various reference tools to discover meaning of words; ● write personal narratives; and ● in context, use compound and complete sentences to enhance conventions. 	<p>Benchmarks/ELA Expectations: Reference all clarifications and appendices for each benchmark in the B.E.S.T. ELA Standards document.</p> <p><u>Spotlight(s)</u> ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text. ELA.3.R.1.3: Explain different characters’ perspectives in a literary text. ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s). ELA.3.R.3.2: Summarize a text to enhance comprehension.</p> <p><u>Accompanying</u> ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. 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. ELA.3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.</p>

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.

Instructional Sequence	Discussion Questions and Sample Responses <i>(Student responses may vary.)</i>	Instructional Task(s)/Check for Understanding
<p>First Read: Teacher and students read the story together. While reading, teacher is circulating the classroom and pausing throughout to ask discussion questions.</p> <p>➤ Teacher Note: The major spotlight is going to move first to benchmarks R.1.1 Literary Elements and R.3.2 Retelling. Students need to first identify and describe the story elements in order to understand the other benchmarks selected. The tasks for today's deep understanding are grounded in the following: retell, unknown words and conventions.</p>	<p><u>Possible Questions:</u> <i>(Sample responses provided at the end of this instructional task.)</i> (EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.1.1)</p> <ol style="list-style-type: none">1. Who are the main characters in this story? What character traits do they have?2. What was Anna thinking about when Sarah said, "Summer is coming soon?" How do you know? How do you think Anna felt in that moment?3. Did Anna and Caleb's feelings change towards Sarah by the end of the story? How do you know?4. What can you infer about Sarah's motivations when she told the kids they were going to go outside to pick flowers for the winter? What was Caleb thinking about in that moment?	<p><u>Possible Task</u> Today we read about the characters and events in the story. In your journal, write what happened at the beginning, middle and end of the story in your own words. Make sure to include the main story elements. (R.1.1, R.3.2)</p> <p><u>Possible Task</u> Benchmark: C.3.1: Sentence Types Type of instruction for today's lesson: Model and guided practice Activity: We read the story <i>Sarah, Plain and Tall</i> today. Let's work together to complete each sentence. Sarah was hopeful because _____. Sarah was hopeful but _____. Sarah was hopeful so _____.</p> <p>Possible Response: Sarah was hopeful because she wanted a family of her own too. Sarah was hopeful but she missed her home by the sea. Sarah was hopeful so she decided to stay.</p>

Second Read: Teacher is leading students to specific sections within the story, honing in on the author’s craft.

Anchor Chart: If this is the first time to introduce R.3.1 to students, create an anchor chart with them to drive the instruction. If this is not the first time, remember to revisit the anchor chart you have already created.

➤ **Teacher Note:** Next, the spotlight benchmark will move to R.3.1 Figurative Language because the author’s craft highlights this within the text. Students will need to carry over their learning from the previous lesson to be successful today. Based on your formative assessment, you will know if they have done this in today’s tasks.

Possible Questions: (Sample responses provided at the end of this instructional task.) (EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.3.1)

1. Reread the song Caleb sings on page 218. What beginning/initial sound is repeated in this selection? What type of figurative language is this? Explain why the author included alliteration here.
2. Sarah says, “...the land rolls a little like a sea.” What type of figurative language is this? Why do you think Sarah is comparing the land to the sea?
3. Reread page 211. What is the narrator comparing the cows to? What is this called? Why do you think she is comparing the two? What does she want you to know about cows?

Possible Task

We have learned that authors use words to help readers gain a deeper understanding of the characters in the story. Now it is your turn to be an author. Write your own simile, metaphor or hyperbole that the author could include in the story *Sarah, Plain and Tall*. Keep in mind what you learned yesterday about story elements. (R.1.1, R.3.1)

Possible Task

Benchmark: C.3.1: Compound Sentences

Type of instruction for today’s lesson: Model and guided practice

Activity: We read the story *Sarah, Plain and Tall* today. Let’s work together to combine simple sentences.

Caleb and Anna were siblings.
Caleb and Anna wanted a new mom.
The children were hopeful Sarah would stay.

Possible Response: Caleb and Anna were siblings who wanted a new mom, so they were hopeful Sarah would stay.

<p>Third Read: Teacher is leading students to specific sections within the story, honing in on the main character’s actions and feelings as the entire story plot unfolds.</p> <p>➤ Teacher Note: The next spotlight benchmark will be R.1.3 Perspective. This was strategically placed as the third spotlight benchmark because it involves looking at the text in its entirety again, just like students experienced in R.1.1, which you will now see as an accompanying benchmark. The tasks will be aligned to both the spotlight and accompanying benchmarks.</p>	<p><u>Possible Questions:</u> (Sample responses provided at the end of this instructional task.) (EE.1.1, EE.2.1, EE.3.1, EE.4.1, R.1.1, R.1.3)</p> <ol style="list-style-type: none"> 1. What are Celeb’s feelings toward Sarah? What evidence from the story did you use to determine that? 2. Reread pages 214-215. Did Sarah tell Caleb and Anna what she was feeling, or did you have to make an inference? Which details in the text helped you identify her thoughts? 3. What is Papa’s perspective about Sarah staying with them on the prairie? Is this different or the same as Caleb and Anna’s. 4. If Sarah had a different perspective about the farm on the prairie, do you think the story would have ended the same way? Explain your thinking. 	<p><u>Possible Tasks</u></p> <p>Quick Write: We learned that perspectives are important in understanding characters within a story. Describe what a character’s perspective is in your own words and why it is important to know. (R.1.1,R.1.3)</p> <p><u>Possible Task</u></p> <p>Benchmark: C.3.1: Compound Sentences Type of instruction for today’s lesson: Guided and independent practice Activity: We have been reading the story <i>Sarah, Plain and Tall</i>. Today, you are going to combine these sentences and I will provide feedback. Papa was singing. Papa was dancing. He knew Sarah would marry him.</p> <p>Possible Response: Papa was singing and dancing because he knew Sarah would marry him.</p>
<p>Writing: Today is centered around students displaying understanding through writing.</p> <p>➤ Teacher Note: As this text comes to a closing, students will respond to text through narrative writing. Please notice, there are many elements that need to be</p>		<p><u>Possible Narrative Writing Task</u></p> <p>Think of a time, or imagine, you moved to a new place like Sarah does in the story. Write the sequenced events by using descriptions and dialogue that happen in your own story. Make sure to include a variety of transition words and phrases and an ending. (Use anchor charts in our classroom to help you.)</p>

explicitly taught regarding this benchmark. Before students respond independently, it is key to explicitly teach through modeled and guided practice.

Possible Anchor Charts:

- What is Narrative Writing?
- What Elements Need to Be In My Writing?
- Transition Words and Phrases
- What is Dialogue?
- What Is Included in an Ending?

**Remember to provide all accommodations as required by student plans.*

Sample Responses

	Question:	Sample Response:
First Read	Who are the main characters in this story? What character traits do they have?	<i>Sarah: kind, loving, thoughtful Anna: responsible, mature Caleb: curious, hopeful, fun, creative</i>
	What was Anna thinking about when Sarah said, "Summer is coming soon?" How do you know? How do you think Anna felt in that moment?	<i>She was thinking about a possible wedding coming in the summer—hopeful.</i>
	Did Anna and Caleb's feelings change towards Sarah by the end of the story? How do you know?	<i>Sarah's feelings: lonely and sad at first, by the end, she was content and happy about her new life Caleb's feelings: afraid and nervous, changed to hopeful, more relaxed and excited to have a mother again</i>
	What can you infer about Sarah's motivations when she told the kids they were going to go outside to pick flowers for the winter? What was Caleb thinking about in that moment?	<i>She was planning on staying for a long time. Caleb was feeling hopeful that Sarah would stay and become his new mom.</i>
Second Read	Reread the song Caleb sings on page 218. What beginning/initial sound is repeated in this selection? What type of figurative language is this? Explain why the author	<i>The "W" Sound (alliteration) gives the reader insight on Caleb's character—creative and fun.</i>

	included alliteration here.	
	Sarah says, "...the land rolls a little like a sea." What type of figurative language is this? Why do you think Sarah is comparing the land to the sea?	<i>Metaphor– She missed her home in Maine. The author is giving insight to her inner thinking.</i>
	Reread page 211. What is the narrator comparing the cows to? What is this called? Why do you think she is comparing the two? What does she want you to know about cows?	<i>Metaphor– turtles. The author is giving the reader insight on cows in the fact that they are slow moving.</i>
Third Read	What are Celeb’s feelings toward Sarah? What evidence from the story did you use to determine that?	<i>He loves her and wants her to stay on the Prairie. Evidence: He is happy when she is around. He sings for joy because he is hopeful.</i>
	Reread pages 214-215. Did Sarah tell Caleb and Anna what she was feeling, or did you have to make an inference? Which details in the text helped you identify her thoughts?	<i>Inference– illustrations show Sarah not smiling. Sarah was already lonely and missing her home.</i>
	What is Papa’s perspective about Sarah staying with them on the prairie? Is this different or the same as Caleb and Anna’s?	<i>He is hopeful that Sarah will stay, too. It is the same as Caleb and Anna’s.</i>
	If Sarah had a different perspective about the farm on the prairie, do you think the story would have ended the same way? Explain your thinking.	<i>The story would have ended differently because she more than likely would have left to go back to Maine where she was from.</i>

Collaborative Discussion Note Catcher

Thoughts and ideas:

Next steps for my district or school: