



B.E.S.T. ELA STANDARDS — SCAVENGER HUNT

Open your Florida B.E.S.T. ELA Standards document. Work with your table group to find each item. Write your answers in the space provided.



1 Find a Foundational Skills Benchmark

YOUR MISSION Find a benchmark at your grade level for Foundational Skills. Write down the full code and read it aloud to your group. What skill must students master by end of year?

HINT Foundational Skills benchmarks use the strand letter 'F' (e.g., ELA.K.F.1.1). What does the number after F tell you?

Benchmark Code: _____ Skill: _____



2 Locate the Benchmark Clarifications

YOUR MISSION Find the Benchmark Clarifications for any benchmark at your grade level. How do the clarifications change your understanding? What specific detail do they add?

HINT Clarifications appear directly beneath the benchmark. They often begin with 'Students will...' or 'Instruction includes...'

Benchmark: _____ New understanding: _____



3 Trace the Vertical Progression

YOUR MISSION Find your grade's Reading Informational Text benchmark. Then look one grade BELOW yours. How did the benchmark change? What was added or made more complex at your grade?

HINT Informational Text benchmarks use strand R, Standard 2. Look for verbs — 'identify' → 'explain' → 'analyze' — that signal growing complexity.

Grade below: _____ What changed: _____



4 Hunt Down a Vocabulary Benchmark

YOUR MISSION Find a benchmark that involves vocabulary — context clues, Greek/Latin roots, or morphological analysis. What grade introduced this expectation and how does it progress?

HINT Vocabulary benchmarks appear in the R strand. Look for phrases like 'determine the meaning' or 'use context.'

Benchmark Code: _____ First introduced in Grade: _____



5 Find the Six ELA Expectations

YOUR MISSION Locate the section describing the Six ELA Expectations — the overarching goals that apply across all grades and strands. List all six and discuss: which do your students need the most support with?

HINT The Six Expectations are in the introduction or framework section near the front of the standards document.

The expectation my students need most: _____



6 Explore an Appendix

YOUR MISSION Open the Appendix section and find one that applies to your grade level. What does it contain? How could you use it when planning your next unit?

HINT Appendices are at the back of the standards document. They include text exemplars, genre lists, and extra guidance.

Appendix I found: _____ How I'll use it: _____



7 Connect Reading to Writing

YOUR MISSION Find a Writing or Communication benchmark at your grade level. Read it AND its clarifications. What text type does it address? How does it connect to a reading benchmark at the same grade?

HINT Writing/Communication benchmarks use strand C. B.E.S.T. intentionally pairs reading text types with writing text types.

Writing benchmark: _____ Reading connection: _____



8 Look Up the Glossary

YOUR MISSION Find a term in the Glossary that is new to you or that you want to understand better. Read the definition, then explain it to your group in your own words.

HINT The Glossary ensures every teacher works from the same definition. Terms that appear in multiple benchmark codes are especially important.

Term: _____ In my own words: _____



DEBRIEF: What surprised you? | What connections did you notice? | What will you do differently next week?