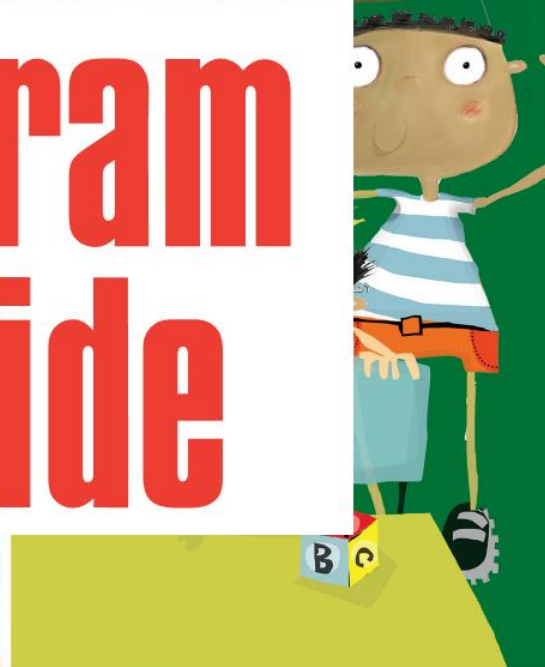


Benchmark ADELANTE™

PASOS AL ÉXITO



Program Guide



BENCHMARK EDUCATION COMPANY
CALL 1-877-236-2465 WWW.BENCHMARKEDUCATION.COM



Welcome, California Educators!

Benchmark Adelante is a comprehensive, integrated curriculum that was designed to support the successful implementation of the California Common Core State Standards en Español. This guide will provide you with direction on how to review the program and contains our program descriptions, a visual overview of the program components for each grade; and information on accessing our digital platform, Benchmark Universe.

As you review *Benchmark Adelante*, you will notice that we have carefully woven together the five key themes of the ELA/ELD Framework: meaning making, language development, effective expression, content knowledge, and foundational skills, to support the building of skills for creativity and innovation, critical thinking and problem solving, collaboration, communication, and knowledge across content areas.

Benchmark Adelante addresses the needs of all learners, from gifted and talented to those working below grade level, and supports independent reading outside the classroom, with the goal of developing the capacities of all California students to be broadly literate and ready for college, career, and citizenship.

We understand that high-quality instructional materials are only one resource to help teachers instruct and all students to learn. We thank you for your time in reviewing our materials.

Sincerely,

A handwritten signature in black ink that reads "Tom Reycraft". The signature is fluid and cursive, with a long horizontal stroke at the beginning.

Tom Reycraft
President

Program Guide

Table of Contents

Program Description pages 2–7

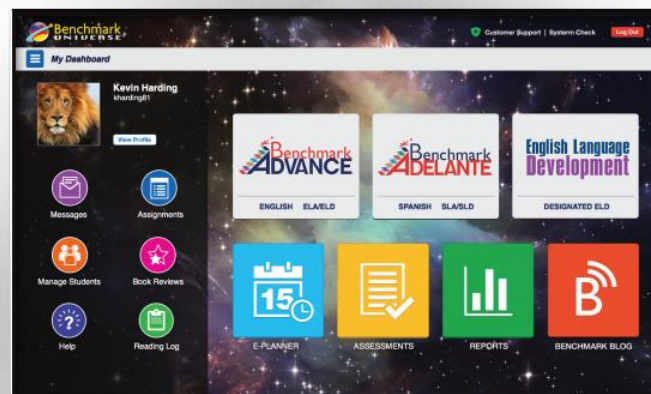


Grades K–6 Components

Grade K Components	Page 8
Grade 1 Components	Page 10
Grade 2 Components	Page 12
Grade 3 Components	Page 14
Grade 4 Components	Page 16
Grade 5 Components	Page 18
Grade 6 Components	Page 20

Benchmark Adelante Digital

pages 22–33



Program Description

Benchmark Adelante™ for Grades K–6

Benchmark Adelante ©2017 is a brand-new comprehensive Spanish Language Arts/Spanish Language Development program from Benchmark Education Company. *Benchmark Adelante* was designed to address the goals, context, and themes of ELA/Literacy and ELD through SLA instruction embodied in the English Language Arts/English Language Development Framework. It integrates seamlessly with the California Common Core ELA and California English Language Development Standards and addresses all of the augmentations and modifications outlined in the California Common Core en Español.



Benchmark Adelante embodies the five themes of the California Framework through its rigorous, integrated reading, writing, speaking, and listening instruction. To meet the needs of districts implementing a reading collaborative, balanced approach, or workshop model for Spanish literacy instruction, enables all students to master rigorous learning goals with the support of meaningful differentiated instruction and responsive teaching based on ongoing assessments.

Benchmark Adelante is a parallel program to *Benchmark Advance* for English Language Arts/English Language Development, but it is not a direct translation. At every grade level, the program includes authentic, engaging literature by recognized, Spanish-speaking authors from all over the Spanish-speaking world.

The program embraces the California ELA Framework’s vision and commitment to bilingualism, biliteracy, and biculturalism, providing not only English language development resources for English Learners but also Spanish language development resources for Spanish Learners. Through contrastive analysis and explicit transfer lessons, students use their strengths in their first language to support their second language acquisition.

Meaning Making

Complex, high-quality texts are at the heart of each three-week unit in *Benchmark Adelante*. The program recognizes that readers orchestrate many strategies as they listen to, discuss, read, and write texts. Therefore, the strategies taught in any given unit are based on the meaning-making demands of the texts in that unit. In Week 1, students encounter “Short Reads” that prepare them for “Extended Reads” in Weeks 2 and 3.

A careful backward-mapping process was applied in the creation of lessons that promote meaning-making strategies in Week 1 and close reading opportunities in Weeks 2 and 3:

1. In Weeks 2 and 3 of each unit, students read and reread high-quality, complex Extended Reads to find textual evidence and answer a series of text-dependent questions, applying the strategies necessary to support meaning making. These **Extended Reads were selected first in our program development.**
2. **The Extended Reads were analyzed** and ranked based on the four dimensions of qualitative text complexity (purpose or levels of meaning, language conventionality and clarity, structure, knowledge demand) **to determine potential challenges and opportunities for instruction.**
3. Based on this analysis, Week 1 **strategy and skill lessons to unlock potential barriers to the Extended Reads were identified.**
4. Finally, appropriate **Short Reads were selected as the context of Week 1 strategy lessons.**

Additional backward mapping drove the design of the program’s designated English and Spanish language development instruction. While the program’s instruction places the same rigorous cognitive demands on English and Spanish language learners

as it does on non-English and Spanish Learners, it provides additional scaffolds and explicit language development to support all Learners’ access to meaning making.

ONE UNIT

Model and Guide

Week 1

Resolving problems
Los problemas

1. En Estados Unidos, los ciudadanos exigen a sus representantes en el gobierno. Los ciudadanos que los problemas que viven y trabajan en un pueblo, ciudad o estado votan por los miembros principistas de su gobierno. Los gobiernos locales tienen diferentes roles como dirigir los parques y escuelas. Los gobiernos estatales regulan y pagan ciertos impuestos de los estados. El gobierno federal hace lo mismo en la nación o país.

2. Los gobiernos federal, estatal y local a menudo se oponen y trabajan en equipo para resolver problemas. Por ejemplo, después de un terremoto o una inundación causada por una superintendencia, los gobiernos pueden necesitar ayuda para reconstruir viviendas y reparar carreteras. Todos los niveles del gobierno trabajan juntos cuando ocurre un desastre natural.

3. Otros veces, una crisis económica puede causar a un estado a solicitar ayuda del

El rol de los niveles de gobierno en la superintendencia de un estado de Nueva York. El estado de Nueva York es un estado de superintendencia. Los ciudadanos votan por los miembros principistas de su gobierno. Los gobiernos locales tienen diferentes roles como dirigir los parques y escuelas. Los gobiernos estatales regulan y pagan ciertos impuestos de los estados. El gobierno federal hace lo mismo en la nación o país.



Short reads for accessing complex text

Apply and Extend

Week 2

El gobierno estatal y sus ciudadanos
Los temas

1. En Estados Unidos, los gobiernos nacional y estatales trabajan juntos. Entre gobiernos se necesitan para resolver a los ciudadanos. Los ciudadanos de cada estado o ciudad votan por los miembros principistas de su gobierno. Los gobiernos locales tienen diferentes roles como dirigir los parques y escuelas. Los gobiernos estatales regulan y pagan ciertos impuestos de los estados. El gobierno federal hace lo mismo en la nación o país.

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3. Otros veces, una crisis económica puede causar a un estado a solicitar ayuda del

“Un gobierno que la Constitución dirige al gobierno federal un poder y autoridad. Los que son el presidente en el gobierno nacional los miembros principistas. Los gobiernos se necesitan para resolver a los ciudadanos, como la guerra, la paz, la superintendencia y el comercio exterior. Los gobiernos estatales y los estados de superintendencia a través los estados que se al centro nacional de los casos litigiosos a los estados. El presidente y el gobernador de los estados y el estado federal, el presidente de la presidencia de los estados.”



Extended texts for building knowledge and making meaning

Week 3

La carretera
Susana Tejedor

1. Cada estado muy importante desde hacia entonces, el significado del sector público es la tranquilidad de la calle. Entre todos ciudadanos y los gobiernos que son importantes.

2. —¿Porque, no deseara el progreso. Pero Gerson solo por asistir y por el futuro de nuestro pueblo.

3. — Su vez establecida en cada etapa del momento. Quien y su hermano María, con sus amigos Pedro y Luis, encuentran luego en la calle, carretera y profundos de su programa alcanzando el momento.

4. Un superintendente una historia, una realidad de entonces, carretera nacional. Don Gerson —¿Por que cuando?

—¿Que hacer? —¿Que María conmovida.

—¿Como nos vamos a divertir? —¿Estaba Quien?

—¿Que palabra usar, por contra por Don Gerson —¿Como Luis hacerle la vida?

—¿Y así? —¿Porque los otros son, comprendo a mí.

*Every text in a unit focuses on a single topic.

Content Knowledge



The *Benchmark Adelante* program architecture provides a cohesive K–6 framework for the development of content knowledge over time. All SLA and SLD instruction occurs in the context of 10 content-focused strands that increase in complexity and build knowledge over time from Grade K to Grade 6. At each grade level, students revisit these strands through the lens of a grade-level topic and an Essential Question that builds from prior years of instruction and supports grade-level standards and

expectations. Each Essential Question, crafted to support the tenets of Understanding by Design, promotes thinking about a topic or concept from many perspectives simultaneously. Engaging, multi-genre reading selections, complex read-alouds, decodable texts, differentiated leveled texts, and reader’s theater experiences in each three-week unit immerse students deeply in the topic, expanding their academic knowledge and vocabulary as they build Spanish literacy and language skills.

K–6 Vertical Alignment of Unit Topics and Essential Questions

Unit	Knowledge Strand	GRADES							
		K	1	2	3	4	5	6	
1	Government and Citizenship	Rules at Home and School Why do we have rules?	Being a Good Community Member Why do people get involved in their communities?	Government at Work Why do we need a government?	Government for the People Why do people participate in government?	Government in Action How can government influence the way we live?	The U.S. Constitution: Then and Now Why do laws continue to evolve?	Beyond Democracy Why might societies form different types of government?	
2	Character	Every Story Has Characters How are people different?	Many Kinds of Characters How do we learn about people?	Characters Facing Challenges What can we learn when we face problems?	Ways Characters Shape Stories How do our actions influence our lives?	Characters’ Actions and Reactions How do we value ourselves to others?	Developing Characters’ Relationships Why do we value certain qualities in people?	Characters at Crossroads How can people inspire and change us?	
3	Life Science	Plants and Animals Have Needs Why do living things have different needs?	Plants and Animals Grow and Change Why do living things change?	Plants and Animals in Their Habitats How do living things get what they need to survive?	Animal Adaptations How do living things adapt to change?	Observing Nature How do we respond to nature?	Cultivating Natural Resources How do we decide which resources we should develop?	Relationships in Nature What roles can we play in the balance of nature?	
4	Point of View	Writers Tell Many Stories Why do people tell stories?	Stories Have a Narrator How do people create stories?	Many Characters, Many Points of View How can a story change depending on who tells it?	Comparing Points of View What makes people view the same experience in different ways?	Understanding Different Points of View What do we learn when we look at the world through the eyes of others?	Recognizing Author’s Point of View How can other perspectives help us evaluate the world?	The Reader’s Perspective How does the journey through life influence a person’s point of view?	
5	Technology and Society	Technology at Home and School Why do we use technology?	Technology at Work How can technology make a difference in our lives?	Solving Problems Through Technology Where do ideas for inventions come from?	Advancements in Technology What is the value of innovation?	Technology for a Green Future How do we make decisions about developing new technology?	Technology’s Impact on Society What value does technology bring to people’s lives?	Technology in the 21st Century How do we take responsibility in making advances in technology?	
6	Theme	Stories Have a Message How do we know what is right?	Stories Teach Many Lessons What can we learn from a mistake?	Tales to Live By What can different cultures teach us?	Making Decisions What helps us solve problems?	Confronting Challenges How do we overcome obstacles?	Up Against the Wild What compels us to survive?	Legendary Journeys What inspires a quest?	
7	History and Culture	Holidays and Celebrations Why do we celebrate people and events?	Past, Present, and Future Why is the past important?	Investigating the Past How does understanding the past shape the future?	Communities Then and Now What is a community?	Developing a Nation How do communities evolve?	Civil War Era How does conflict shape a society?	Achievements of Ancient Cultures Why do we consider certain civilizations “great”?	
8	Earth Science	Weather and Seasons How do our lives change with the seasons?	Observing the Sky Why do the sun and moon capture our imagination?	Wind and Water Change Earth How do we react to changes in nature?	The Solar System How do we explain the unknown?	Earth Changes How do Earth’s natural processes impact our lives?	Water: Fact and Fiction What does water mean to people and the societies they live in?	Exploring Earth’s Structures How does Earth itself inspire human endeavors?	
9	Economics	Meeting Our Needs and Wants Why do we make choices?	We Use Goods and Services Why do people trade with each other?	Buyers and Sellers How do the goods we make, buy, and sell connect us?	Spending Time and Money What do our economic choices tell us about ourselves?	Resources and Their Impact How does access to resources influence people’s lives?	The Economic Development of Cities How do economic changes impact society?	Economic Expansion What does it mean to be a citizen in a global society?	
10	Physical Science	Forces and Motion What makes things move?	Exploring Sound and Light How would our lives be different without light and sound?	States of Matter How can something old become new?	Transforming Matter Why do we measure and describe the world?	The Power of Electricity Where do scientific discoveries lead us?	Physics and Invention How can we use science to accomplish the impossible?	Understanding Our Energy Resources What does our energy future look like?	

Foundational Skills

Benchmark Adelante reflects the California framework’s emphasis on foundational literacy skills. Throughout the literacy block, the four key foundational areas of print concepts, phonological awareness, phonics and word recognition, and fluency are integrated into the meaningful context of the unit. Foundational skills screeners and quick-check assessments help teachers formatively assess students’ needs and track their progress.

Print Concepts

Daily shared reading and shared writing in Grades K–1 are the primary contexts in which print concepts are modeled and practiced with the whole class. Engaging rhymes, poems, stories, and short informational text connected to the unit topic provide the context for teachers to model print concepts. As students participate in shared writing activities each day, they begin to understand how writers also use print concepts. Intervention lessons are also provided.

Phonological Awareness

Explicit, systematic phonological and phonemic awareness instruction occurs daily during the phonics components of the literacy block. This explicit instruction is reinforced by the daily shared reading experiences with rich poems and rhymes. Intervention lessons are also provided.

Phonics and Word Recognition

Explicit, systematic Spanish phonics and high-frequency word instruction occurs daily in Grades K–2. Students have hands-on tools to support their learning, and they read both fiction and nonfiction decodable texts to develop automaticity with new sound-spellings and sight words. *Benchmark Adelante* decodable texts support each unit topic.

In Grades 3–6, two explicit word study lessons per week continue students’ word analysis skills, and support vocabulary and language development. Instruction is always grounded in the core texts and topics.

Fluency Development

Fluency development begins in Kindergarten and continues throughout the program, supporting students to read with accuracy, at an appropriate rate, and with expression. The chart below summarizes the fluency-building modeling, instruction, and practice opportunities built into *Benchmark Adelante*.

Component	Fluency	Instruction and Support
Read-Aloud Handbooks	K–6	Students listen to fluent, expressive readings of poems, myths, folktales, stories, biographies, speeches, interviews, and other genre texts.
Shared Readings	K–2	Each week, teachers model and students practice on a specific fluency skill using a familiar text.
Decodable texts	K–6	Decodable reading supports students to gain automaticity with sight words and improve their reading rate and accuracy.
Reader’s Theater	K–6	Reader’s Theater places repeated oral reading in a meaningful context as small groups rehearse and then perform in front of peers, teachers, or parents. Multi-leveled scripts allow heterogeneous groups of students to practice fluency together.
Intervention Lessons	K–6	Fluency lessons for K, 1, 2, 3, and 4–6 target rate, accuracy, prosody and self-correction strategies.
Interactive E-Books	K–6	The audio-highlighted function of the <i>Benchmark Adelante</i> e-book collection allows all students to listen and read along with texts to build fluency and comprehension together.

Foundational Skill Components



Foundational Assessment K–6



Shared Reading K–2



Decodable Texts K–2



Reader’s Theater Scripts K–6



Advancing Foundational Skills for English Language Learners



Foundational Skills Intervention K–6

Spanish Language Development



Benchmark Adelante also provides Spanish language development resources to build the Spanish language skills of Spanish Learners in a biliteracy or dual language learning environment. Spanish language development lessons are designed focusing on language development standards in ways that build into and from Spanish core content instruction. Observation rubrics in Spanish for the three modes of communication—collaborative, interpretive, and productive—serve as ongoing tools to help teachers monitor student progress and make instructional decisions.

Lessons for Grades K–1 provide support for accessing Spanish core lesson complex text through enhanced visual support and scaffolded instructional strategies for unpacking meaning, deconstructing text, and learning vocabulary. SLD lessons support Spanish Learners in making informed choices on how to use language appropriately through engaging activities that demonstrate how the Spanish language works.

Lessons for Grades 2–6 focus on written production and oral language expression across content areas. SLD lessons support students in making purposeful and effective choices about how to use language appropriately based on discipline, topic, purpose, audience, and task. Students learn Spanish grammar and syntax in context by structuring cohesive texts and expanding or condensing ideas orally and in writing.

Cross Linguistic / Two Way Transfer

Benchmark Adelante recognizes current research by affirming the use of primary language (English to Spanish, Spanish to English) to promote second language acquisition. Language Learners can draw upon their primary language, literacy skills, and content knowledge developed in their primary language to inform language development in an additional language.

Benchmark Adelante supports the California ELA/ELD Framework position that cross-linguistic transfer should be approached intentionally and strategically. Cross-linguistic transfer lessons are standards aligned and correlated to the scope and sequence of *both* programs, and provide direct and explicit instruction of transfer and non-transfer skills. Students are guided in cross-linguistic transfer analysis and encouraged to draw upon the literacy and language skills they already possess to promote biliteracy development. Most importantly, transfer lessons elicit metalinguistic awareness that enables students to understand the similarities and differences between their primary language and their new language and to self-monitor and analyze misconceptions as students engage in oral and written production.

In addition, the program provides both Spanish-to-English and English-to-Spanish contrastive analysis charts and transfer support embedded in core lessons to help teachers recognize the distinctions between the Spanish and English languages.

Designated English Language Development

Designated English language development components are provided for a protected instructional time. In *Benchmark Advance*, all ELD instruction focuses on language development standards in ways that build into and from content instruction. English Learners do not read adapted texts. Instead they read shorter sections of the core complex text with enhanced visual support, and they unpack meaning as they deconstruct key sections to learn how English grammar and syntax work. All lessons serve as a preview or review of core instruction. Observation rubrics for the three modes of communication—collaborative, interpretive, and productive—serve as ongoing tools to help teachers monitor student progress and make instructional decisions.

Texts for English Language Development

Core ELA Texts for Close Reading



Effective Expression

Effective Oral Expression

Strong speaking skills are essential for college and career readiness, and they are a key instructional focus in *Benchmark Adelante*. Structured academic conversations take place as students analyze texts, build ideas around the Essential Question, compare and contrast texts, and state and support opinions. A framework for collaborative conversation and hands-on student tools for academic talk have been provided with input from contributing author Jeff Zwiers, senior researcher in the Stanford University Graduate School of Education. These tools include linguistic frames students may use to adapt and make language choices as they create, clarify, fortify, and evaluate ideas.

Effective Written Expression

A carefully scaffolded approach to writing instruction supports the California framework’s goal of ensuring that all students graduate from high school with the ability to develop opinions and arguments, informative/explanatory texts, and narratives as appropriate to the tasks and purposes they are given.

In Grades K–1, students participate in daily shared writing experiences during which teachers model how students think as writers, support ideas with text evidence, and orchestrate their knowledge of print concepts, sound-spelling correspondences, vocabulary and Spanish language conventions to produce coherent narrative, informative, and opinion texts. During independent time, students practice these writing skills as they produce written artifacts across a developmental continuum.

In Grades 2–6, daily writing mini-lessons support students’ independent writing based on the writing-to-source or research-to-write prompts built into each unit. These mini-lessons explicitly show students how to:

- Analyze a prompt by deconstructing its language;
- Reread to find text evidence to support a topic, opinion, or thesis;
- Plan a well-structured text;
- Draft key sections of text, such as an introduction, a story event, or a conclusion;
- Revise to improve text structure, strengthen the connection between ideas and evidence, and choose words and phrases effectively;
- Edit spelling, punctuation, and grammar.

Writing to Sources

Informative/Explanatory

After reading the diary entry “Cinderella’s Very Bad Day” and the short play “Cinderella, Too Much for Words,” write an essay in which you compare and contrast your point of view on the story events to the stepsisters’ points of view. Support your discussion with evidence from each text.

Writing to Sources

Narrative

Now that you have read “Cinderella, Too Much for Words” and “Jack and the Beanstalk,” imagine what would happen if Cinderella’s stepmother met Jack’s mother. Using details from these two stories, write a short play in which Jack’s mother and Cinderella’s stepmother talk about their children. Make sure you choose a title for your play.

Writing to Sources

Opinion

In the play “The True Jack?,” each character shares his or her opinion of Jack, the main character in “Jack and the Beanstalk.” Which character’s point of view do you most agree with? State your opinion, and support it using details from both texts.

A 21st-Century Program

Benchmark Adelante is a forward-thinking program that reflects the 21st-century vision of the California framework. A state of the art digital portal provides access to online planning tools, interactive, customizable e-books built for annotation and accessible on any device, weekly teacher presentations, online assessments that prepare students for tech-enabled and tech-enhanced SBAC tests, and reporting features that enable teachers to identify and respond to the learning needs of every student.

Whole Group

e Teacher's Resource System



e Shared Readings



e Short Reads Mentor Read-Alouds



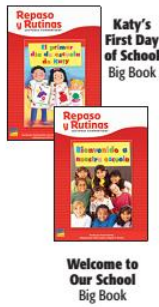
e Read-Aloud



Unit Introduction Videos



e Review and Routines



e "Extended Read" Big Books



Weekly Presentations



Standards Flip Book



Phonics Components

e Decodable Readers and Lap Books



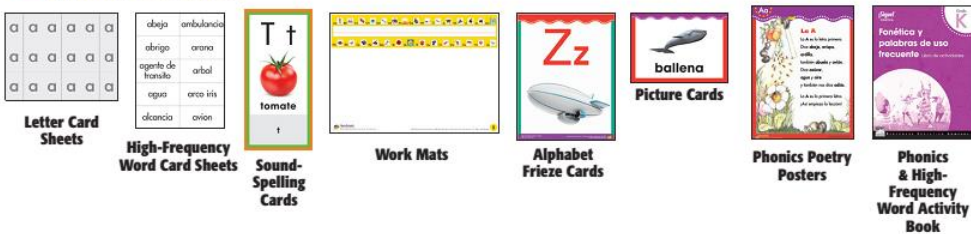
e Assessment



e Pre-Decodable Books



e Phonics Resources



e Designated ELD



Program Support



Alignment to Standards

Correlations

Program Research

Program Organization

Skills Matrices

Selection Lists

Balance of Instructional Time

Progression of Text Complexity

Pre-Decodable and Decodable Text Guide

Instructional Planning and Teacher Support

Transitional Kindergarten Support

Combination Classes Support

Managing Your Independent Reading Program

Parent Support

Home/School Connection

e Intervention



Fluency



Phonics and Word Recognition



Phonological Awareness



Print Concepts



Language Mini-Lesson Handbook



Small Group

e 80 Leveled Texts



80 Teacher's Guides
(1 per text)

80 Text Evidence Question Cards
(1 per text)

e Reader's Theater



Reader's Theater Handbook

Whole Group

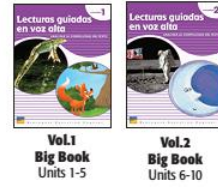
e Teacher's Resource System



e Shared Readings



e Short Reads Mentor Read-Alouds



e Read-Aloud



e Review and Routines



e "Extended Read" Big Books



Unit Introduction Videos



Weekly Presentations

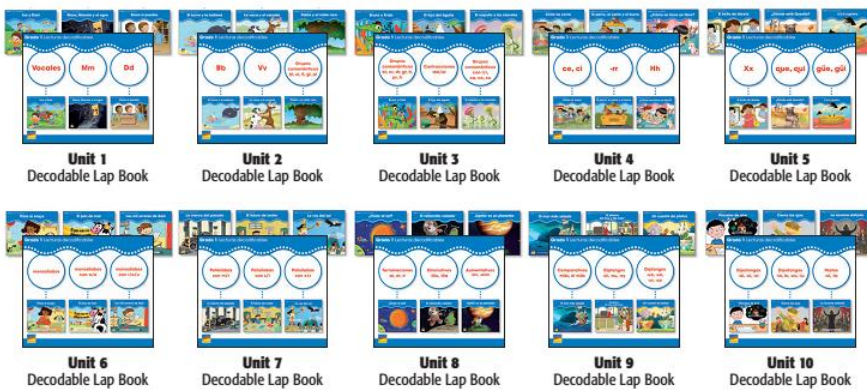


Standards Flip Book



e Phonics Components

Decodable Readers and Lap Books



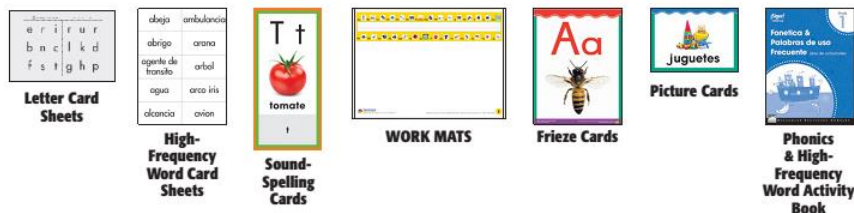
e Assessment



e Designated ELD



e Phonics Resources



e Intervention



Program Support



Alignment to Standards

Correlations

Program Research

Program Organization

Skills Matrices

Selection Lists

Balance of Instructional Time

Progression of Text Complexity

Pre-Decodable and Decodable Text Guide

Instructional Planning and Teacher Support

Combination Classes Support

Managing Your Independent Reading Program

Parent Support

Home/School Connection

Small Group

e 120 Leveled Texts

Unit 1												
Unit 2												
Unit 3												
Unit 4												
Unit 5												
Unit 6												
Unit 7												
Unit 8												
Unit 9												
Unit 10												

120 Teacher's Guides (1 per text)
120 Text Evidence Question Cards (1 per text)

e Reader's Theater



Whole Group

e Teacher's Resource System



e Review and Routines Big Books



Review and Routines: Hurricanes Big Book
Review and Routines: Postcard Clues Big Book

e Read-Aloud



Read-Aloud Handbook

e Texts for Close Reading



Unit Introduction Videos



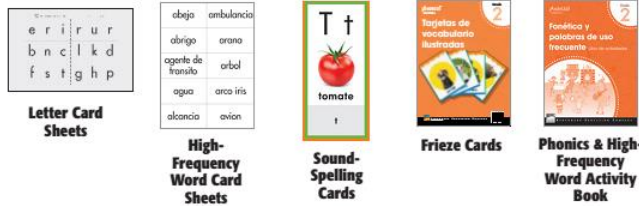
Weekly Presentations



Standards Flip Book



e Phonics Resources



e Designated ELD



e Assessment



e Intervention



Program Support



Alignment to Standards

Correlations

Program Research

Program Organization

Skills Matrices

Selection Lists

Balance of Instructional Time

Progression of Text Complexity

Pre-Decodable and Decodable Text Guide

Instructional Planning and Teacher Support

Combination Classes Support

Managing Your Independent Reading Program

Parent Support

Home/School Connection



Small Group

e 70 Leveled Texts

Unit 1							
Unit 2							
Unit 3							
Unit 4							
Unit 5							
Unit 6							
Unit 7							
Unit 8							
Unit 9							
Unit 10							



70 Teacher's Guides
(1 per text)

70 Text Evidence Question Cards
(1 per text)

e Reader's Theater

Unit 1	Unit 1	Unit 2	Unit 2	Unit 3	Unit 3	Unit 4	Unit 4
Unit 5	Unit 5	Unit 6	Unit 6	Unit 7	Unit 7		
Unit 8	Unit 8	Unit 9	Unit 9	Unit 10	Unit 10		



Whole Group

e Teacher's Resource System



Vol. 1
Units 1 & 2



Vol. 2
Units 3 & 4



Vol. 3
Units 5 & 6



Vol. 4
Units 7 & 8



Vol. 5
Units 9 & 10

e Read-Aloud



Read-Aloud Handbook

e Texts for Close Reading



Unit 1



Unit 2



Unit 3



Unit 4



Unit 5



Unit 6



Unit 7



Unit 8



Unit 9



Unit 10

Unit Introduction Videos



Weekly Presentations



Standards Flip Book



e Assessment



Weekly and Unit Assessments



Interim Assessments



Foundational Skills Assessments



Informal Assessments



Assessment Reporting Platform

e Intervention



Fluency



Phonics and Word Recognition



Phonological Awareness



Print Concepts



Writing and Language Handbook



Mentor Text



Sound-Spelling Cards

e Designated ELD



English Language Development Assessment



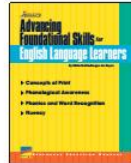
English Language Development Teacher's Resource System



Texts for English Language Development



Think-Speak-Listen Flip Book



Advancing Foundational Skills for English Learners

Program Support



Alignment to Standards

Correlations

Program Research

Program Organization

Skills Matrices

Selection Lists

Balance of Instructional Time

Progression of Text Complexity

Pre-Decodable and Decodable Text Guide

Instructional Planning and Teacher Support

Combination Classes Support

Managing Your Independent Reading Program

Parent Support

Home/School Connection



Small Group

e 70 Leveled Texts

Unit 1							
Unit 2							
Unit 3							
Unit 4							
Unit 5							
Unit 6							
Unit 7							
Unit 8							Unit 7: Novel Guide Digital Only
Unit 9							
Unit 10							



Unit 7: Novel Guide Digital Only



70 Teacher's Guides (1 per text)



70 Text Evidence Question Cards (1 per text)

e Reader's Theater

Unit 1	Unit 1	Unit 2	Unit 2	Unit 3	Unit 3	Unit 4	Unit 4
Unit 5	Unit 5	Unit 6	Unit 6	Unit 7	Unit 7		
Unit 8	Unit 8	Unit 9	Unit 9	Unit 10	Unit 10	Reader's Theater Handbook	

Benchmark ADELANTE 4 Digital & Print Components

Whole Group

e-Teacher's Resource System



Vol. 1
Units 1 & 2



Vol. 2
Units 3 & 4



Vol. 3
Units 5 & 6



Vol. 4
Units 7 & 8



Vol. 5
Units 9 & 10

e-Read-Aloud



Read-Aloud Handbook

e-Texts for Close Reading



Unit 1



Unit 2



Unit 3



Unit 4



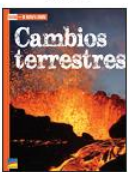
Unit 5



Unit 6



Unit 7



Unit 8



Unit 9



Unit 10

Unit Introduction Videos



Weekly Presentations



Standards Flip Book



e-Assessment



Weekly and Unit Assessments



Interim Assessments



Foundational Skills Assessments



Informal Assessments



Assessment Reporting Platform

e-Intervention



Fluency

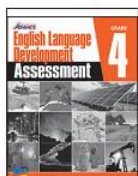


Phonics and Word Recognition

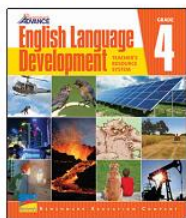


Sound-Spelling Cards

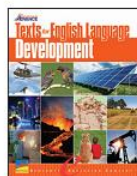
e-Designated ELD



English Language Development Assessment



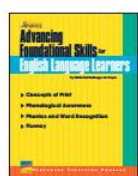
English Language Development Teacher's Resource System



Texts for English Language Development



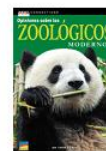
Think-Speak-Listen Flip Books



Advancing Foundational Skills for English Learners



Writing and Language Handbook



Mentor Text

Program Support



Alignment to Standards

Correlations

Program Research

Program Organization

Skills Matrices

Selection Lists

Balance of Instructional Time

Progression of Text Complexity

Pre-Decodable and Decodable Text Guide

Instructional Planning and Teacher Support

Combination Classes Support

Managing Your Independent Reading Program

Parent Support

Home/School Connection



Small Group

e 60 Leveled Texts

Unit 1						
Unit 2						
Unit 3						
Unit 4						
Unit 5						
Unit 6						
Unit 7						
Unit 8						
Unit 9						
Unit 10						



Unit 4: Novel Guide



60 Teacher's Guides (1 per text)



60 Text Evidence Question Cards (1 per text)

e Reader's Theater

Unit 1	Unit 1	Unit 2	Unit 2	Unit 3	Unit 3	Unit 4	Unit 4
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Reader's Theater Handbook

Benchmark ADELANTE™ Grado 5 Digital & Print Components

Whole Group

e Teacher's Resource System



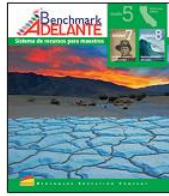
Vol. 1
Units 1 & 2



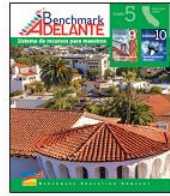
Vol. 2
Units 3 & 4



Vol. 3
Units 5 & 6



Vol. 4
Units 7 & 8



Vol. 5
Units 9 & 10

e Read-Aloud



Read-Aloud Handbook

e Texts for Close Reading



Unit 1



Unit 2



Unit 3



Unit 4



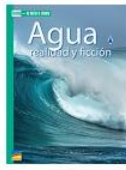
Unit 5



Unit 6



Unit 7



Unit 8



Unit 9

Unit Introduction Videos



Weekly Presentations



Standards Flip Book



e Assessment



Weekly and Unit Assessments



Interim Assessments



Foundational Skills Assessments

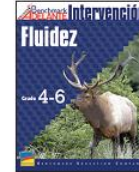


Informal Assessments



Assessment Reporting Platform

e Intervention



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Writing and Language Handbook

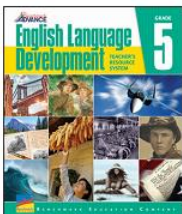


Mentor Text

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English Language Development Assessment



English Language Development Teacher's Resource System



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Unit 4: Novel Guide



60 Teacher's Guides (1 per text)



60 Text Evidence Question Cards (1 per text)

e Reader's Theater

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Reader's Theater Handbook

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Unit 6: Novel Guide



60 Teacher's Guides (1 per 6-pk)



60 Text Evidence Question Cards (1 per 6-pk)

e Reader's Theater

Unit 1	Unit 1	Unit 2	Unit 2	Unit 3	Unit 3	Unit 4	Unit 4
Unit 5	Unit 5	Unit 6	Unit 6	Unit 7	Unit 7		
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Reader's Theater Handbook