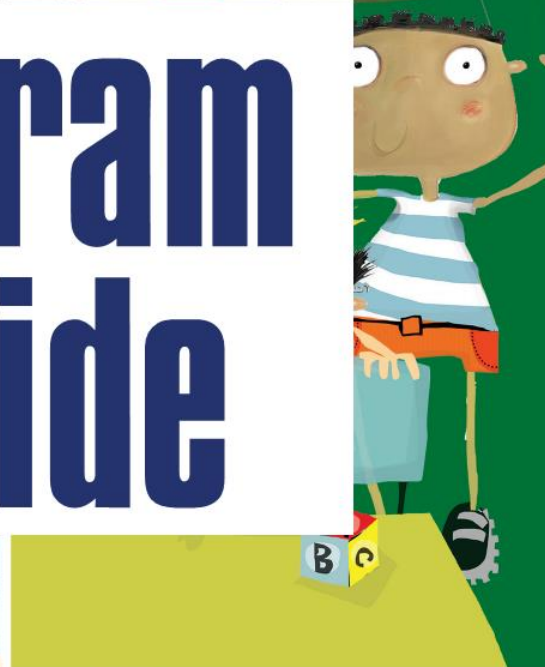


# Benchmark ADVANCE<sup>®</sup>

STEP UP TO LITERACY



# Program Guide



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



## **Welcome, California Educators!**

*Benchmark Advance* is a comprehensive, integrated curriculum that was designed to support the successful implementation of the California Common Core State Standards for English Language Arts/Literacy and English Language Development. 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 our digital platform, Benchmark Universe.

As you review *Benchmark Advance*, 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 Advance* 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 written in a cursive style with a large, sweeping initial 'T'.

Tom Reycraft  
President

# Program Guide

## Table of Contents

### Program Description pages 2–7



### Grades K–6 Components

Grade <b>K</b> Components . . . . .	Page 8
Grade <b>1</b> Components . . . . .	Page 10
Grade <b>2</b> Components . . . . .	Page 12
Grade <b>3</b> Components . . . . .	Page 14
Grade <b>4</b> Components . . . . .	Page 16
Grade <b>5</b> Components . . . . .	Page 18
Grade <b>6</b> Components . . . . .	Page 20

### Benchmark Advance Digital

pages 22–33



# Program Description

## Benchmark Advance™ for Grades K–6

*Benchmark Advance* © 2017 is a brand-new comprehensive English Language Arts/English Language Development program from Benchmark Education Company. This program was designed to address the goals, context, and themes of ELA/literacy and ELD instruction embodied in the English Language Arts/English Language Development Framework, and to integrate seamlessly the California Common Core State Standards for ELA/Literacy and the California English Language Development Standards.



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

## Meaning Making

Complex, high-quality texts worthy of close reading are at the heart of each three-week unit in *Benchmark Advance*. 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 **potential barriers were identified. Strategies and skills lessons were then developed.**
4. Finally, appropriate **Short Reads were selected to provide the context for Week 1 strategy lessons.**

Additional backward mapping drove the design of the program’s designated English language development instruction. While the program’s instruction places the same rigorous cognitive demands (i.e. grade-level content) on English Learners as it does on native English-speaking students, it provides additional scaffolds and explicit language development to support English Learners’ access to meaning making.

All ELD instruction centers on the core ELA selections. English Learners in *Benchmark Advance* do not read adapted texts during designated ELD time. Instead, they read shorter chunks pulled from the core complex text with enhanced visual support, and they deconstruct essential sections of text to learn how English grammar and syntax work.

ONE UNIT

Model and Guide

**Week 1**

**Short Read 1**  
Remember to analyze all you read

**Solving Problems**  
By Lisa Desimini

1. In the United States, citizens elect their government representatives. That means the people who they and work in a town, city, or state vote for have leading members of their government. These members represent the people at the different levels of government. Local governments make choices about how to run towns and cities. State governments make and enforce laws for their states. Federal governments make and enforce laws for the nation, or country.

2. Federal, state, and local governments often work as a team to solve problems. For example, after an earthquake or flood, there is a “response,” people might need food or shelter. They might also need help rebuilding homes or fixing roads and bridges. All levels of government work together when a natural disaster strikes.

On August 18, 2012, a major earthquake struck southern California and destroyed homes and businesses. The state and federal governments worked together to help rebuild homes and roads.



Short reads for accessing complex text

Apply and Extend

**Week 2**

**Extended Read 1**  
Remember to analyze all you read

**The State Government and Its Citizens**  
By Lisa Desimini

1. In the United States, the national and state governments work together to help citizens. This means all shared powers in known as federalism. The Smith Amendment of the U.S. Constitution helps define how the two governments work together. James Madison, nicknamed the Father of the Constitution, further explains the relationship in an essay published in *The Federalist*.

2. The federal government creates most of the needs of all American citizens. So the Constitution says that each state is responsible for protecting the lives and liberties of its own citizens. Also, different states have different issues. For instance, water conservation is a big issue in California because of the severe drought there and its effect on the state's agriculture. In Wisconsin, protecting forests is a major concern because forest farming is a major industry in that state. Each state government responds to the specific needs of its citizens.

The power delegated by the several States to the National Government as to the National Government and the State Government are separate and distinct. The power to regulate commerce, to coin money, to declare war, to raise and support armies, to regulate the land and sea forces, and to regulate the property of the people, and the several states, departments, and property of the States." James Madison, *Federalist No. 45*

**Week 3**


**Extended Read 2**  
Remember to analyze all you read

**Stanley's Release**  
An excerpt from *Shiloh*  
By Louis Sachar

1. They slowly walked back to camp. The tall man was the State Attorney General, the chief law enforcement officer for the state. Stanley's heart was warm. Mr. Morong.

2. Stanley held the suitcase. He was so tired he couldn't think straight. He felt as if he was walking in a dream, not quite able to comprehend what was going on around him.

3. They stopped in front of the camp office. Mr. Morong took a pen from his pocket. The Attorney General told Mr. Archibald to get the boys something to drink and eat.



Extended texts for building knowledge and making meaning

Every text in a unit focuses on a single topic.

# Content Knowledge



The *Benchmark Advance* program architecture provides a cohesive K–6 framework for the development of content knowledge over time. All ELA and ELD 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 literacy and English language skills.

## K–6 Vertical Alignment of Unit Topics and Essential Questions

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

## Foundational Skills

*Benchmark Advance* 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. Additional support is provided to accelerate foundational skills of older English Learners. 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 and acceleration lessons for students below reading level and English Learners in Grades 3–6 are also provided.

### Phonological Awareness

In Grades K–2, 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 for Grades K–3 and acceleration lessons for English Learners in Grades 3–6 are also provided.

### Phonics and Word Recognition

Explicit, systematic 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 Advance* decodable texts support each unit topic.

In Grades 3–6, two explicit word study lessons per week continue students’ multisyllabic phonics instruction as well as morphology to extend their word analysis skills, build vocabulary, and build language. 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 Advance*.

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–2) and word study reads (3–6)	K–6	Decodable reading supports students to gain automaticity with sight words and improve their reading rate and accuracy. Word study reads in Grades 3–6 improve students’ fluency and word solving skills.
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 Advance</i> e-book collection allows all students to listen and read along with texts to build fluency and comprehension together.

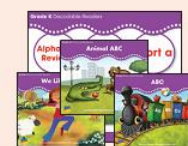
## Foundational Skill Components



Foundational Assessment K–6



Shared Reading K–2



Decodable Texts K–2



Reader’s Theater Scripts K–6



Advancing Foundational Skills for English Learners



Foundational Skills Intervention K–6

# Language Development



The three-week-long units in *Benchmark Advance* provide the necessary time and integrated opportunities for strong academic language development to occur. Over the course of three weeks, students read, write, listen to, and speak about texts and ideas that share a common academic vocabulary. During daily read-aloud time, students have the opportunity to listen and respond to complex texts. During explicit lessons, they analyze words, phrases, sentences, and paragraphs from texts to practice and apply vocabulary acquisition strategies. During collaborative conversations, they express and build on one another’s ideas about the topic and texts, using modeled linguistic frames and adapting or generating their own language choices with increased proficiency. During writing lessons, students receive explicit instruction to build their knowledge of English language conventions.

Rigorous integrated English language development is embedded into every core lesson at three levels of scaffolding intensity. The goal of these strategies is to target the most cognitively or linguistically challenging

task in each lesson with substantial, moderate, and light support so that all learners benefit from the core instruction. Therefore, teachers are able to consider and provide the level of support students need in relation to specific lessons, and to use the strategies flexibly.

In addition, 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.



## Effective Expression

### Effective Oral Expression

Strong speaking skills are essential for college and career readiness, and they are a key instructional focus in *Benchmark Advance*. Structured academic conversations take place frequently as students collaborate to analyze a text, build ideas around the Essential Question, compare and contrast texts, and state and support opinions. A framework for collaborative conversations 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 student tools include a range of 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 they think as writers, support ideas with text evidence, and orchestrate their knowledge of print concepts, sound-spelling correspondences, vocabulary and English 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 Advance* 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.

# Benchmark ADVANCE<sup>®</sup> Grade **K** Digital & Print Components

Whole Group

## e Teacher's Resource System (TRS)



## e Shared Readings



## e Short Reads Mentor Read-Alouds



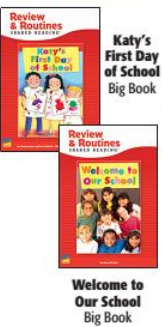
## e Read Aloud



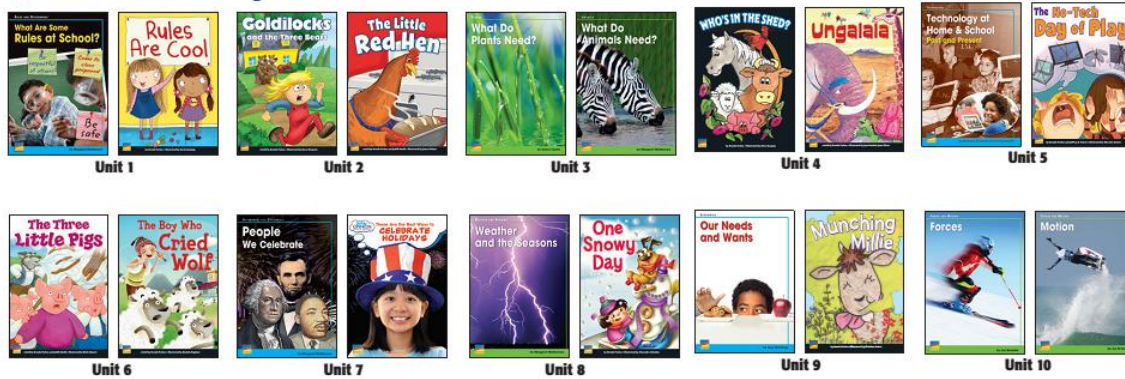
## Unit Introduction Videos



## e Review and Routines



## e "Extended Read" Big Books



## Weekly Presentations



## Standards Flip Book



## Phonics Components e Decodable Readers and Lap Books



## e Assessment



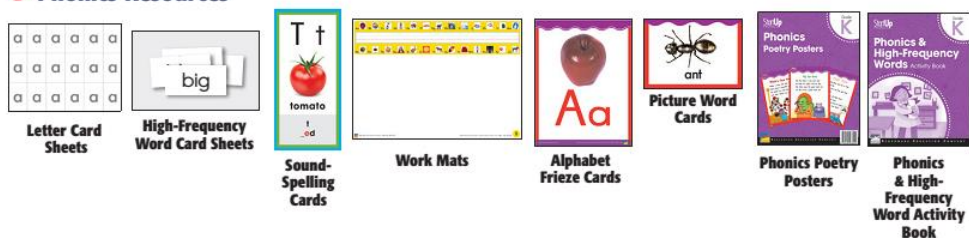
## e Pre-decodable Books Unit 1



## e Pre-decodable Books Unit 2



## 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-lessons Handbook

**e** = E-Reader



## Small Group

### e 80 Leveled Texts (A-E)

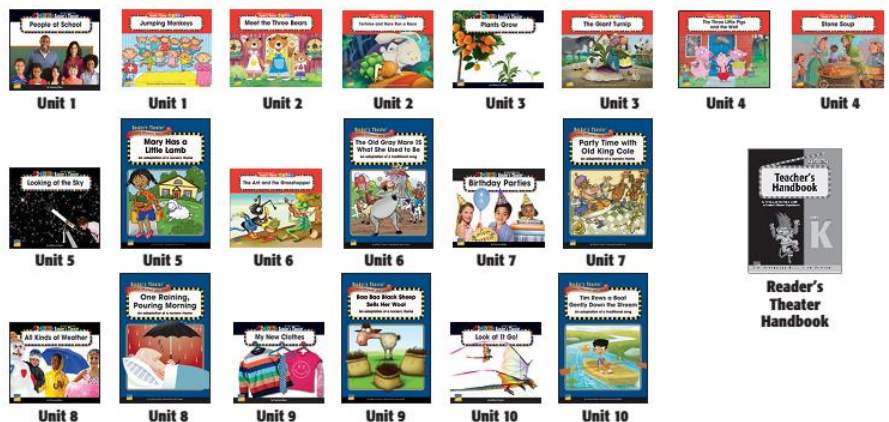


80 Teacher's Guides  
(1 per text)



80 Text Evidence Question Cards  
(1 per text)

## e Reader's Theater



Teacher's Handbook  
Reader's Theater Handbook

# Benchmark ADVANCE<sup>®</sup> Grade 1 Digital & Print Components

Whole Group

## e-Teacher's Resource System (TRS)



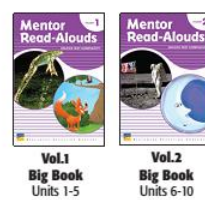
TRS Vol. 1 Units 1 & 2  
 TRS Vol. 2 Units 3 & 4  
 TRS Vol. 3 Units 5 & 6  
 TRS Vol. 4 Units 7 & 8  
 TRS Vol. 5 Units 9 & 10

## e-Shared Reading



Vol.1 Big Book Units 1-5  
 Vol.2 Big Book Units 6-10  
 My Shared Readings

## e-Mentor Reads



Vol.1 Big Book Units 1-5  
 Vol.2 Big Book Units 6-10

## e-Read Aloud

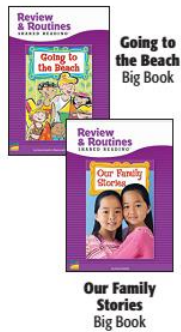


Read-Aloud Handbook

Unit Introduction Videos



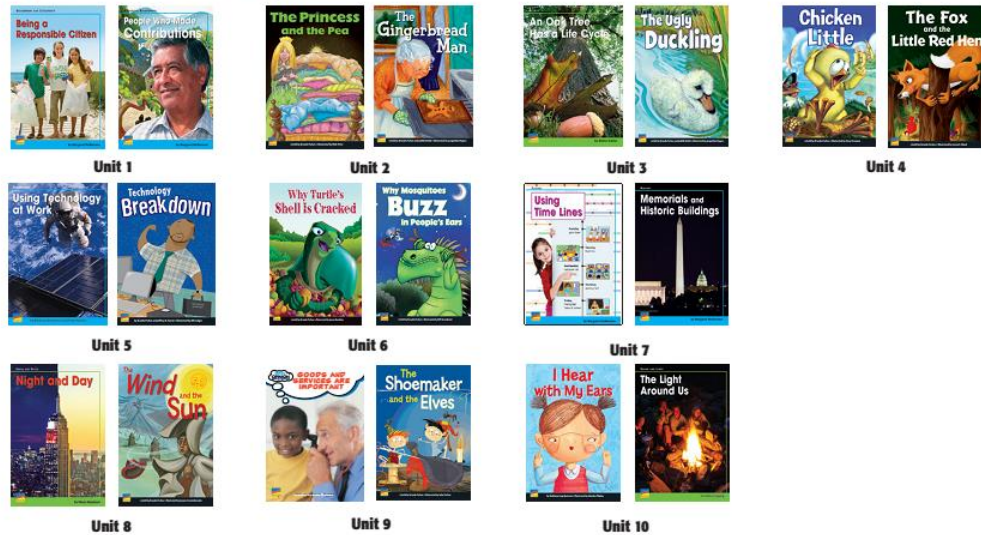
## e-Review and Routines Big Books



Going to the Beach Big Book

Our Family Stories Big Book

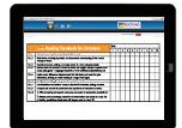
## e-“Extended Read” Big Books



Weekly Presentations



Standards Flip Book

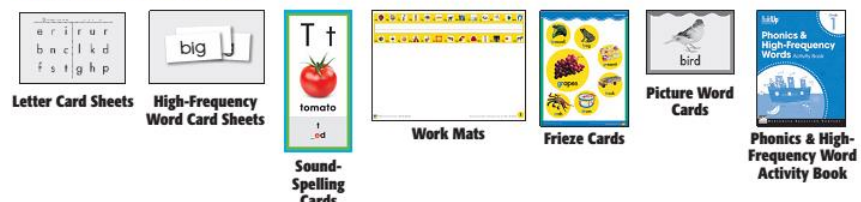


## Phonics Components

### e-Decodable Readers and Lap Books



### e-Phonics Resources



## e-Assessment



## e-Designated ELD



## 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 (C–L)

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

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



# Benchmark ADVANCE<sup>2</sup> Grade 2 Digital & Print Components

## Whole Group

### e Teacher's Resource System (TRS)



TRS Vol. 1 Units 1 & 2    TRS Vol. 2 Units 3 & 4    TRS Vol. 3 Units 5 & 6    TRS Vol. 4 Units 7 & 8    TRS Vol. 5 Units 9 & 10

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

### Unit Introduction Videos



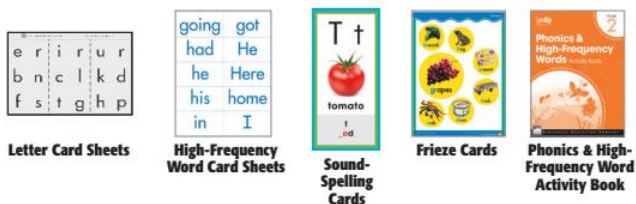
### Weekly Presentations



### Standards Flip Book



### e Phonics Resources:



Letter Card Sheets    High-Frequency Word Card Sheets    Sound-Spelling Cards    Frieze Cards    Phonics & High-Frequency Word Activity Book

### e Designated ELD



English Language Development Assessment    English Language Development Teacher's Resource System    Texts for English Language Development    Think-Speak-Listen Flip Book

### e Assessment



Weekly and Unit Assessments    Interim Assessments and Performance Tasks    Foundational Skills Assessments    Informal Assessments    Assessment Reporting Platform

### e Intervention



Fluency    Phonics and Word Recognition    Phonological Awareness    Print Concepts    Writing & Language Handbook

## 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 (F-N)

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		



Reader's Theater Handbook

# Benchmark ADVANCE 3 Digital & Print Components

Whole Group

## e-Teacher's Resource System (TRS)



TRS Vol. 1  
Units 1 & 2



TRS Vol. 2  
Units 3 & 4



TRS Vol. 3  
Units 5 & 6



TRS Vol. 4  
Units 7 & 8



TRS Vol. 5  
Units 9 & 10

## e-Read Aloud

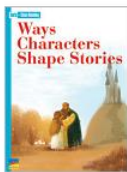


Read-Aloud  
Handbook

## e-Texts for Close Reading



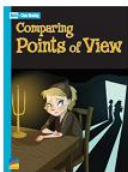
Unit 1



Unit 2



Unit 3



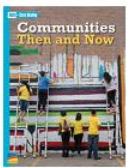
Unit 4



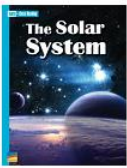
Unit 5



Unit 6



Unit 7



Unit 8



Unit 9



Unit 10

## Unit Introduction Videos



## Weekly Presentations



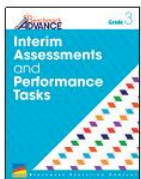
## Standards Flip Book



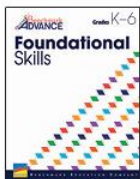
## e-Assessment



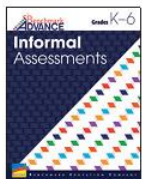
Weekly and Unit  
Assessments



Interim  
Assessments  
and Performance  
Tasks



Foundational Skills  
Assessments



Informal  
Assessments



Assessment Reporting  
Platform

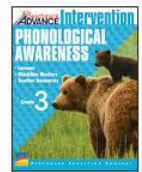
## e-Intervention



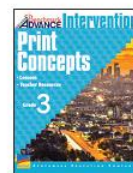
Fluency



Phonics and Word  
Recognition



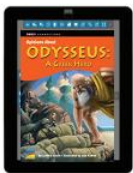
Phonological  
Awareness



Print Concepts



Writing & Language  
Handbook



Mentor Text



Sound-  
Spelling  
Cards

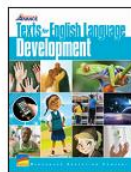
## e-Designated EL



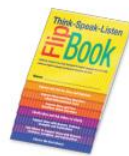
English Language  
Development  
Assessment



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

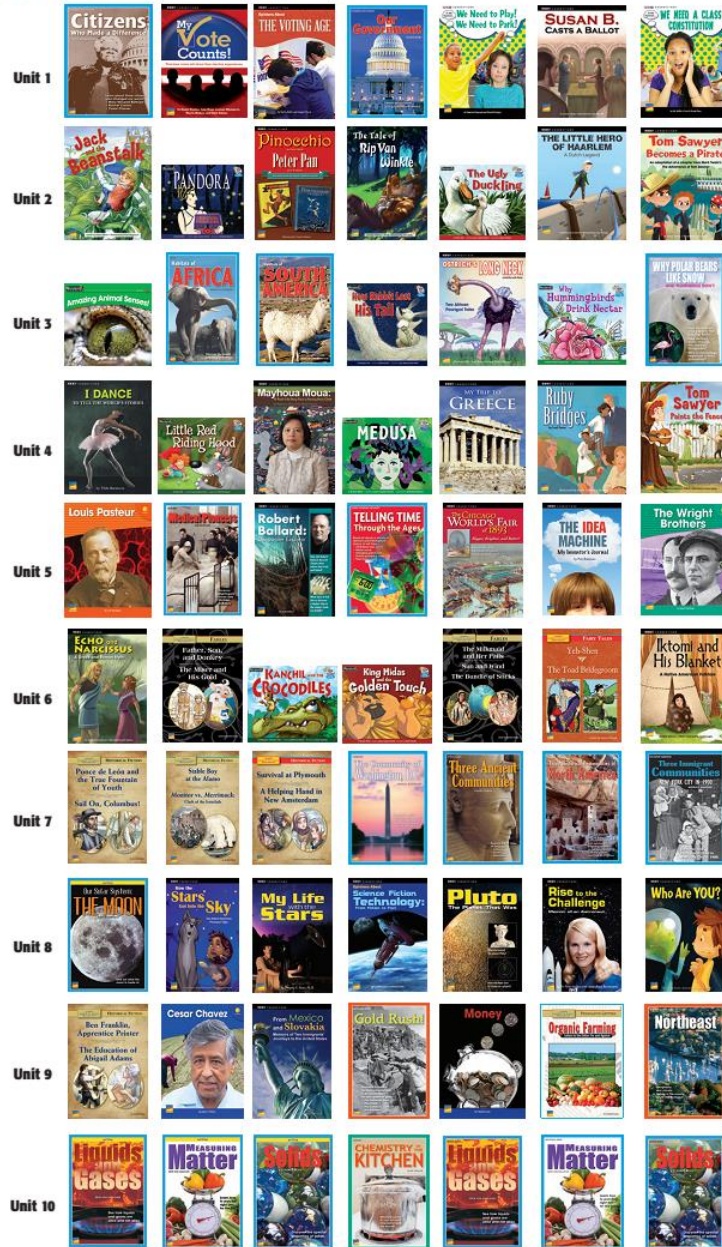
Managing Your Independent Reading Program

### Parent Support

Home/School Connection

## Small Group

### e 70 Leveled Texts (H-U)



Unit 7: Novel Guide  
Digital Only

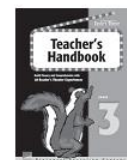
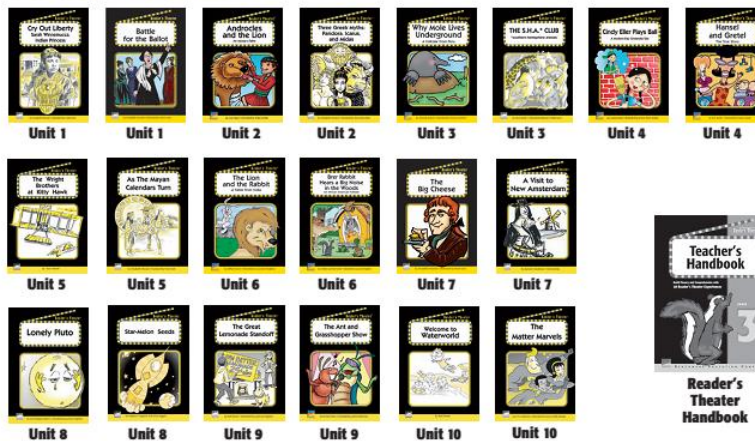


70 Teacher's Guides  
(1 per text)



70 Text Evidence Question Cards  
(1 per text)

### e Reader's Theater



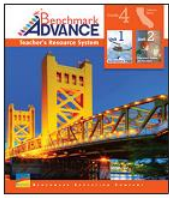
Teacher's Handbook



# Benchmark ADVANCE<sup>®</sup> Grade 4 Digital & Print Components

Whole Group

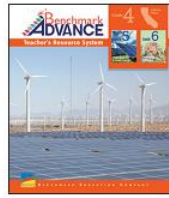
## e-Teacher's Resource System (TRS)



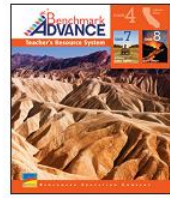
TRS Vol. 1  
Units 1 & 2



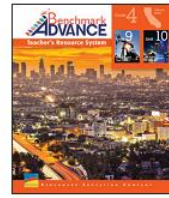
TRS Vol. 2  
Units 3 & 4



TRS Vol. 3  
Units 5 & 6



TRS Vol. 4  
Units 7 & 8



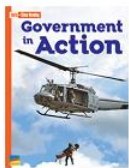
TRS Vol. 5  
Units 9 & 10

## e-Read Aloud



Read-Aloud  
Handbook

## e-Texts for Close Reading



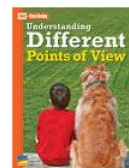
Unit 1



Unit 2



Unit 3



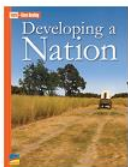
Unit 4



Unit 5



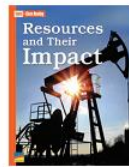
Unit 6



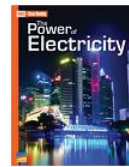
Unit 7



Unit 8



Unit 9



Unit 10

Unit  
Introduction  
Videos



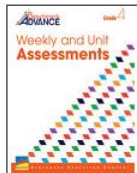
Weekly  
Presentations



Standards  
Flip Book



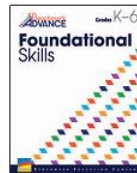
## e-Assessment



Weekly and Unit  
Assessments



Interim  
Assessments  
and Performance  
Tasks



Foundational Skills  
Assessments

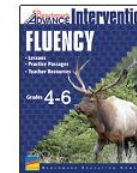


Informal  
Assessments



Assessment Reporting  
Platform

## e-Intervention



Fluency



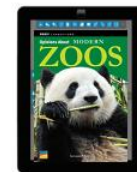
Phonics  
and Word  
Recognition



Sound-  
Spelling  
Cards



Writing and  
Language  
Handbook

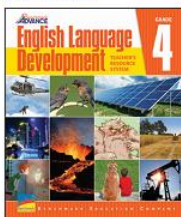


Mentor Text

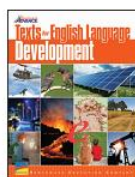
## e-Designated ELD



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 60 Leveled Texts (N-X)



Unit 4: Novel Guide  
Digital Only

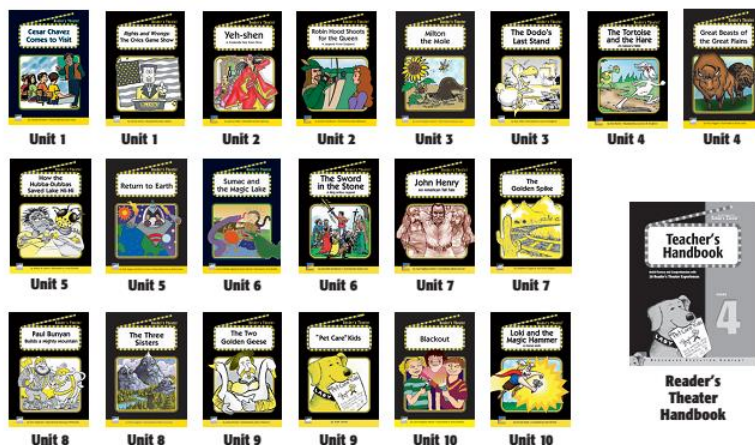


60 Teacher's Guides  
(1 per text)



60 Text Evidence  
Question Cards  
(1 per text)

### e Reader's Theater



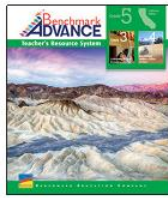
# Benchmark ADVANCE Grade 5 Digital & Print Components

Whole Group

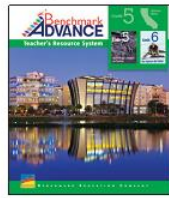
## e Teacher's Resource System (TRS)



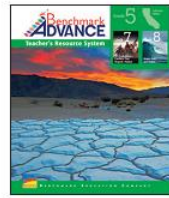
TRS Vol. 1  
Units 1 & 2



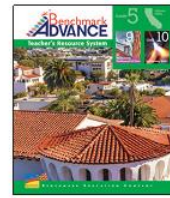
TRS Vol. 2  
Units 3 & 4



TRS Vol. 3  
Units 5 & 6



TRS Vol. 4  
Units 7 & 8



TRS Vol. 5  
Units 9 & 10

## e Read Aloud



Read-Aloud  
Handbook

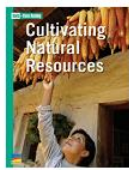
## e Texts for Close Reading



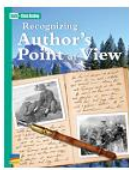
Unit 1



Unit 2



Unit 3



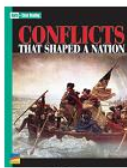
Unit 4



Unit 5



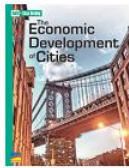
Unit 6



Unit 7



Unit 8



Unit 9



Unit 10

Unit  
Introduction  
Videos



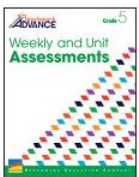
Weekly  
Presentations



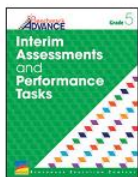
Standards  
Flip Book



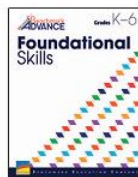
## e Assessment



Weekly and Unit  
Assessments



Interim  
Assessments  
and Performance  
Tasks



Foundational Skills  
Assessments



Informal  
Assessments



Assessment Reporting  
Platform

## e Intervention



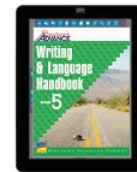
Fluency



Phonics  
and Word  
Recognition



Sound-  
Spelling  
Cards



Writing and  
Language  
Handbook

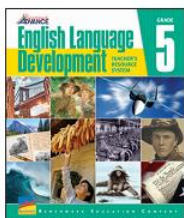


Mentor Text

## 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

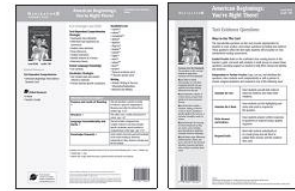
Home/School Connection

## Small Group

### e 60 Leveled Texts (N-Z)

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

Unit 4: Novel Guide Digital Only

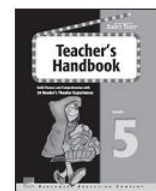


60 Teacher's Guides (1 per text)

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
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

