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,

Tom Reycraft  
President
Program Guide

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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.

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.

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.
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 reads* for accessing complex text

**Apply and Extend**

**Week 2**

*Extended texts* for building knowledge and making meaning

**Week 3**

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Knowledge Strand</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Point of View</td>
<td>Writers Tell Many Stories: Why do people tell stories?</td>
<td>Stories Have a Message: Why do people create stories?</td>
<td>Many Characters, Many Points of View: What makes people in the same story have very different ways of thinking?</td>
<td>Comparing Points of View: What makes people in the same story have very different ways of thinking?</td>
<td>Understanding Different Points of View: How can other perspectives help us evaluate the world?</td>
<td>Recognizing Author’s Point of View: How can other perspectives help us evaluate the world?</td>
<td>The Reader’s Perspective: How does the journey through the story influence a reader’s point of view?</td>
</tr>
</tbody>
</table>
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, phonic 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*.

<table>
<thead>
<tr>
<th>Component</th>
<th>Fluency</th>
<th>Instruction and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read-Aloud Handbooks</td>
<td>K–6</td>
<td>Students listen to fluent, expressive readings of poems, myths, folktales, stories, biographies, speeches, interviews, and other genre texts.</td>
</tr>
<tr>
<td>Shared Readings</td>
<td>K–2</td>
<td>Each week, teachers model and students practice on a specific fluency skill using a familiar text.</td>
</tr>
<tr>
<td>Decodable texts (K–2) and word study reads (3–6)</td>
<td>K–6</td>
<td>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.</td>
</tr>
<tr>
<td>Reader’s Theater</td>
<td>K–6</td>
<td>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-level scripts allow heterogeneous groups of students to practice fluency together.</td>
</tr>
<tr>
<td>Intervention Lessons</td>
<td>K–6</td>
<td>Fluency lessons for K, 1, 2, 3, and 4–6 target rate, accuracy, prosody, and self-correction strategies.</td>
</tr>
<tr>
<td>Interactive E-books</td>
<td>K–6</td>
<td>The audio-highlighted function of the <em>Benchmark Advance</em> e-book collection allows all students to listen and read along with texts to build fluency and comprehension together.</td>
</tr>
</tbody>
</table>
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.

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.
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 80 Leveled Texts (A–E)

Unit 1
- I Follow My Heart
- My Book
- My Book
- My Book
- My Book

Unit 2
- Look Whoo’s Grown
- Goldilocks
- Goldilocks, Three Bears
- The Bear
- The Bear

Unit 3
- Animal Hospital
- Animal Hospital
- Animal Hospital
- Animal Hospital
- Animal Hospital

Unit 4
- Where Do You Live?
-哪里
- Where Do You Live?
- Where Do You Live?
- Where Do You Live?

Unit 5
- The Fox and the Crow
- The Fox and the Crow
- The Fox and the Crow
- The Fox and the Crow
- The Fox and the Crow

Unit 6
- The Bear’s New Friend
- The Bear’s New Friend
- The Bear’s New Friend
- The Bear’s New Friend
- The Bear’s New Friend

Unit 7
- Can We Have a Pet?
- Can We Have a Pet?
- Can We Have a Pet?
- Can We Have a Pet?
- Can We Have a Pet?

Unit 8
- The Wolf and the Seven Kids
- The Wolf and the Seven Kids
- The Wolf and the Seven Kids
- The Wolf and the Seven Kids
- The Wolf and the Seven Kids

Unit 9
- The Third Stone
- The Third Stone
- The Third Stone
- The Third Stone
- The Third Stone

Unit 10
- The Child’s World
- The Child’s World
- The Child’s World
- The Child’s World
- The Child’s World

80 Teacher’s Guides
(1 per box)
80 Text Evidence Question Cards
(1 per box)

e Reader’s Theater

Unit 1
- The Third Stone
- The Third Stone
- The Third Stone
- The Third Stone
- The Third Stone

Unit 2
- The Third Stone
- The Third Stone
- The Third Stone
- The Third Stone
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Unit 3
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Unit 4
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Unit 5
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Unit 6
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Unit 7
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Unit 8
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Unit 9
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Unit 10
- The Third Stone
- The Third Stone
- The Third Stone
- The Third Stone
- The Third Stone
Benchmark Advance

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 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Reader’s Theater Handbook

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Grade 3 Digital & Print Components

**Whole Group**

**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

**Read Aloud Handbook**

**Texts for Close Reading**
- Unit 1: Government of People
- Unit 2: Ways Characters Shape Stories
- Unit 3: Animal Adaptations
- Unit 4: Comprehending Multiple Viewpoints
- Unit 5: Advancements in Technology
- Unit 6: Making Decisions
- Unit 7: Communities and Their Contributions
- Unit 8: The Solar System
- Unit 9: Weather and Hurricanes
- Unit 10: Chemical Matter

**Unit Introduction Videos**

**Weekly Presentations**

**Standards Flip Book**

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

**Intervention**
- Fluency
- Phonics and Word Recognition
- Phonological Awareness

**Designated ELD**
- English Language Development Assessment
- English Language Development Teacher’s Resource System
- English Language Development Texts for English Language Development
- Think-Speak-Listen Flip Book
- Advancing Foundational Skills for English Learners
Grade 5 Digital & Print Components

Whole Group

**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

**Read Aloud**

- Read-Aloud Book

**Texts for Close Reading**

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

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**Assessment**

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

**Intervention**

- Fluency
- Phonics and Word Recognition
- Sound-Spelling Cards

**Designated ELD**

- English Language Development Assessment
- English Language Development Teacher’s Resource System
- English Language Development Texts
- Think-Speak-Listen Flip Book
- Advancing Foundational Skills for English Learners

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