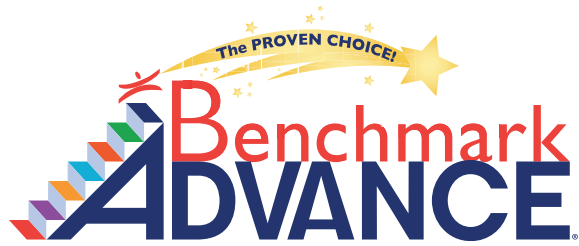


The PROVEN CHOICE!

GRADES  
K-6

# Benchmark ADVANCE PROGRAM GUIDE





# The Best Choice for Florida



Dear Florida Educator,

We at Benchmark Education are committed to our position at the forefront of literacy standards and instruction, and so we are proud to present you with a comprehensive K–6 program that is aligned to the new B.E.S.T. Standards at Grades K–5, and that reflects the latest research into the science of reading: Florida Benchmark Advance ©2022.

The Benchmark Advance curriculum builds knowledge across disciplines, engaging your students in the study of history, great works of literature, and the arts as it develops literacy skills. Our goal is to provide all the resources and support you need to maximize each student’s potential and to inspire in every student a lifelong love of learning.

“Benchmark Advance delivers the essentials you need to address your literacy standards easily and effectively, to differentiate instruction for each learner, and to manage your time in order to focus on the priority we share—your students and their future.”

This program guide outlines the Benchmark Advance curriculum and grade-level components, including exclusive Florida resources to promote civic-mindedness and to ensure thorough preparation for the FSA. We urge you to explore our online portal, which gives access to all of our resources, including assessments with potent data aggregation to support effective instruction.

We look forward to partnering with you in the coming school years.

Sincerely,



Tom Reycraft  
Founder and CEO

**Demonstrated Efficacy**

2.5x growth in proficiency in states using Benchmark Advance First Edition as their core program.

**Experienced Digital Delivery**

Developed for effective distance learning or blended instruction.

**Ongoing Teacher Training**

From launch through implementation, we are your available guide and coach.

**Support for Every Learner**

Scaffolds are targeted and integrated in instruction.

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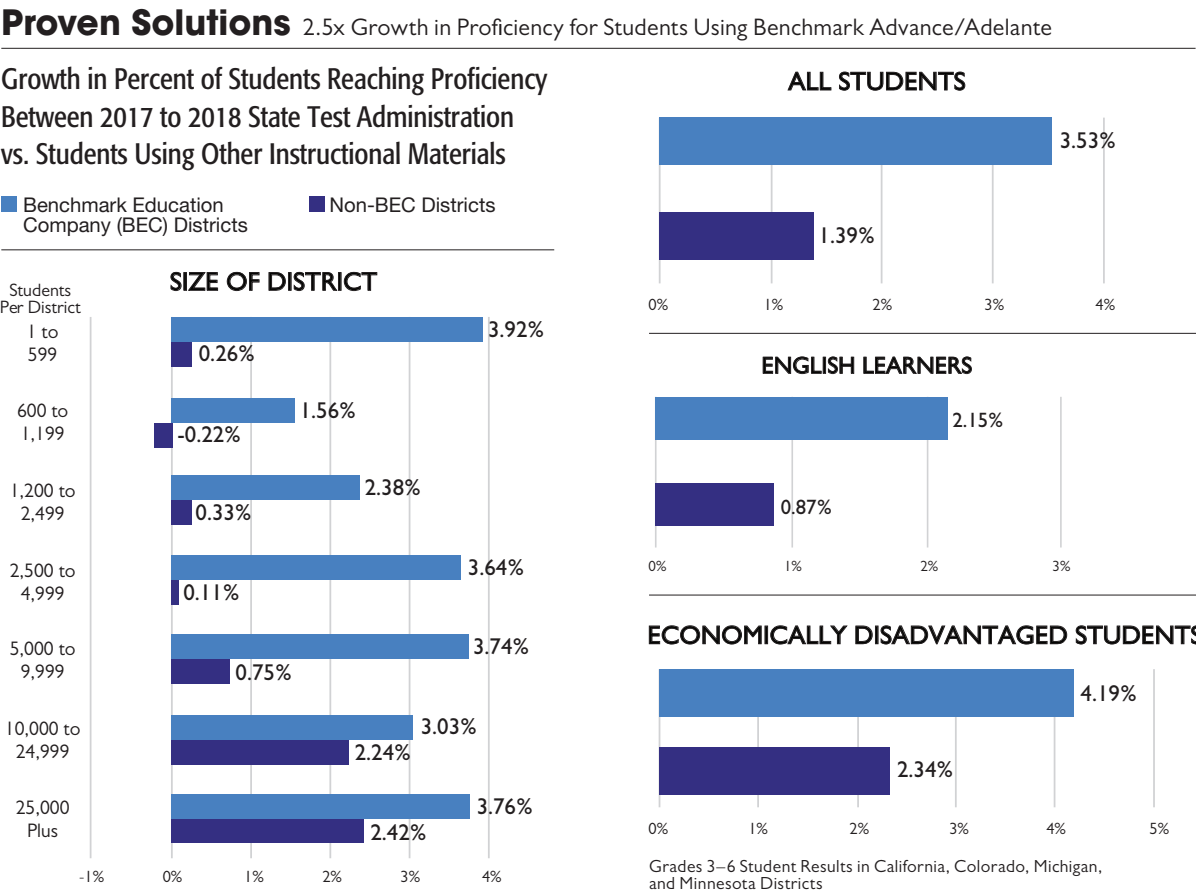
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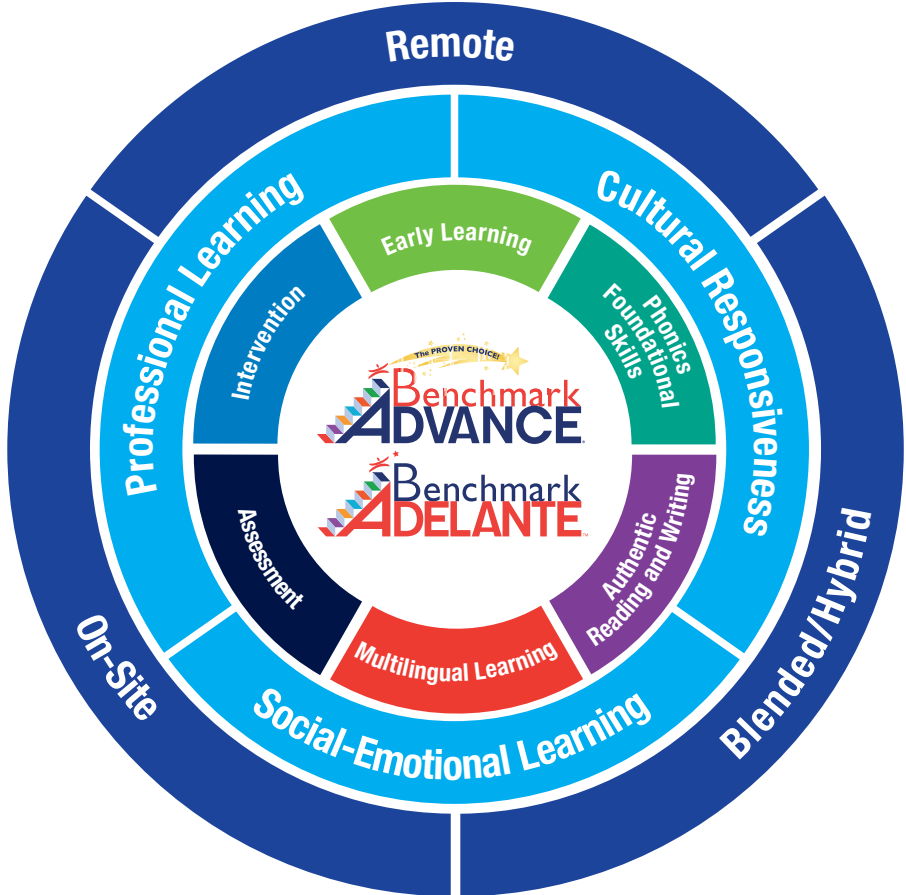
# Impactful Outcomes

Benchmark Advance stimulates and supports both students and teachers toward success.



# Responsive and Relevant

Research-informed instruction reaches all learners—on-site and online.



## Inspiring Leadership

Benchmark Advance authors and consultants are pedagogical leaders, instructional innovators, and teaching veterans. Their expertise is grounded in real-world classroom practice, and channeled into the foundation and fabric of Benchmark Advance.



**Wiley Blevins, Ed.M.**  
Early reading specialist, children's book author, curriculum developer, and author of many professional books on phonics and word study



**Allison Briceño, Ed.D.**  
Assistant Professor of Elementary Education, San José State University – English Learner Leadership Fellow, California Association of Bilingual Educators



**Adria Klein, Ph.D.**  
Director of a center focused on early literacy intervention at Saint Mary's College of California; former president, California Reading Association; served on International Literacy Association's Board of Directors



**Patty McGee, M.Ed.**  
Professional development specialist; prolific writer, consultant, presenter, and author of professional books on writing



**René Boyer, Ed.D.**  
Professor Emeritus of Music Education at the University of Cincinnati; nationally and internationally recognized for multicultural and urban music education



**Michael Priestley, M.A.**  
Professional writer and editor; designer and developer of state and national assessments



**Peter Afflerbach, Ph.D.**  
Professor of Reading in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland



**Silvia Dorta-Duque de Reyes, M.A.**  
2018 NABE Leadership Award winner, member of the Expert Panel – California English Language Development (ELD) Standards, Curriculum Framework and Evaluation Criteria Committee



**Linda Hoyt, M.A.**  
Reading specialist, curriculum developer, Title I teacher, staff developer, and Title I District Coordinator



**Jeff Zwiers, Ed.D.**  
Senior researcher at Stanford University; co-director of the Academic Language Development Network, focusing on accelerating students' literacy, language, cognition, and conversation skills




**Janet Williams, Ed.D.**  
Literacy and school leadership consultant; administrator coach; and former teacher, principal, and deputy superintendent in large urban district

# Captivating Texts Promote Access and Equity for Diverse Voices


A rich array of topics and perspectives engage each student in critical thinking and communication.

### Students see themselves in the curriculum.

A culturally diverse set of authors, illustrators, and stories promote traditionally underrepresented voices.




Ibi Zoboi







Nguyen Phan Que Mai







Mathangi Subramanian







Derrick Barnes







Jennifer Torres



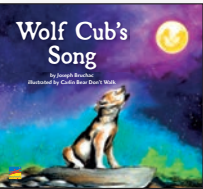



Christopher Paul Curtis







Joseph Bruchac







Crystal Allen







Cao Wenxuan







Pam Muñoz Ryan







Nikki Giovanni







Jerry Craft






Jason Reynolds





Dwight Okita



## Social-Emotional Foundations

Connected to texts and CASEL-aligned

## Social Justice

Guides that facilitate constructive conversations

Texts to engage each learner

## Elevated Voices

Diverse voices represented throughout texts

## Culturally Responsive

Presents standards-based topics in appropriate ways

## Civic Engagement & Leadership

Text topics expand to real-world applications





# Teach Florida B.E.S.T. Standards Remotely

## Transition from In-Class to Remote Instruction Successfully

Specific supports provide a path for remote, hybrid, or in-class instruction.

- Remote Planning Guide to identify what lessons to teach synchronously
- Distance Learning Activities designed for students to work asynchronously
- Printable packets for students to work without access to technology



### Florida Essential Standards Remote Planner

- FL teacher-ready unit planner for remote and hybrid teaching
- Identifies essential Florida standards that must be taught
- Designates meaningful tasks for students to work asynchronously

## Benchmark Universe Digital Platform

A powerful digital platform for teaching and learning.

- Create assignments and view students' work.
- Customize and annotate e-books.
- Deliver eAssessments with powerful data reporting for teachers and administrators.



### Flexible & Compatible

- LTI Advantage Certified
- Integrates with your LMS
- Rostering through ClassLink, Clever, Microsoft, and more
- Google Single Sign-On
- Google Classroom Integration

Effective Teaching

Interactive Learning

Available 24/7

In School or At Home



#### Support for Educators

- Essential standards identified
- Fully digital components for the entire program
- Pre-made interactive distance learning assignments for students



#### Support for Students and Parents

- Best practice videos for remote learning
- Step-by-step instructions
- Built-in messaging from student to teacher



# Comprehensive, Unrivaled Professional Learning

Champion teacher success in virtual, blended, and on-site settings.

Exceptional professional learning tools and resources orbit every Benchmark Advance teacher, providing support through a rich menu of professional learning contexts.

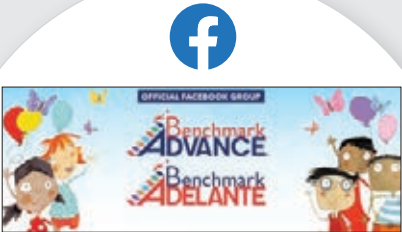
- Virtual and On-Site
- PLCs
- Self-Study
- Live Symposia
- District Planning
- Train-the-Trainer
- Book Study



“The quality of PD consultants used by Benchmark Education is unsurpassed. They are knowledgeable about best practices and product, yet they adapt to the individual needs of the district as well as the schools within the district.”  
— Pam Hautot, Elementary Literacy Support, Lafayette Parish School System, LA



**ON-DEMAND IMPLEMENTATION MODULES**  
Available 24/7 to visit and revisit, providing you with the critical information you need to get started.



**OFFICIAL FACEBOOK GROUP**  
Collaborate with fellow teachers and ask questions directly to Benchmark Advance content experts.

**TEACHERS TALK SHOP PODCASTS**  
Listen to expert tips, the latest research, and personal stories behind the journey of great teaching. Downloadable resources included.

**ONLINE READ-ALOUD MODELS**  
Literacy expert Wiley Blevins and friends model read-alouds featuring stories of underrepresented voices from around the globe.



**LIVE VIRTUAL AND ON-SITE TRAINING SESSIONS**  
Synchronous training held virtually with a Benchmark Professional Development team member.

**VIRTUAL TEACHING TIPS PORTAL**  
Transition to distance learning with how-to videos, virtual instruction tools and ideas, and parent resources.

**DISTANCE LEARNING LIT BLOCK GROUP**  
Join our Facebook group to connect with guest-star educators and renowned experts for conversations, resources, and support.

**BILITERACY FOR LIFE GROUP**  
Join our Facebook group to exchange ideas and best practices for dual language settings, and connect with fellow biliteracy educators.

**SUSTAINED PROFESSIONAL DEVELOPMENT**  
Providing deeper levels of product support and beyond.



# Built on the B.E.S.T.

Designed for Florida’s New Standards

Florida Benchmark Advance was developed to meet the expectations and rigor of the new B.E.S.T. Standards.

Meets All ELA Standards, Strands, and Expectations

Foundations

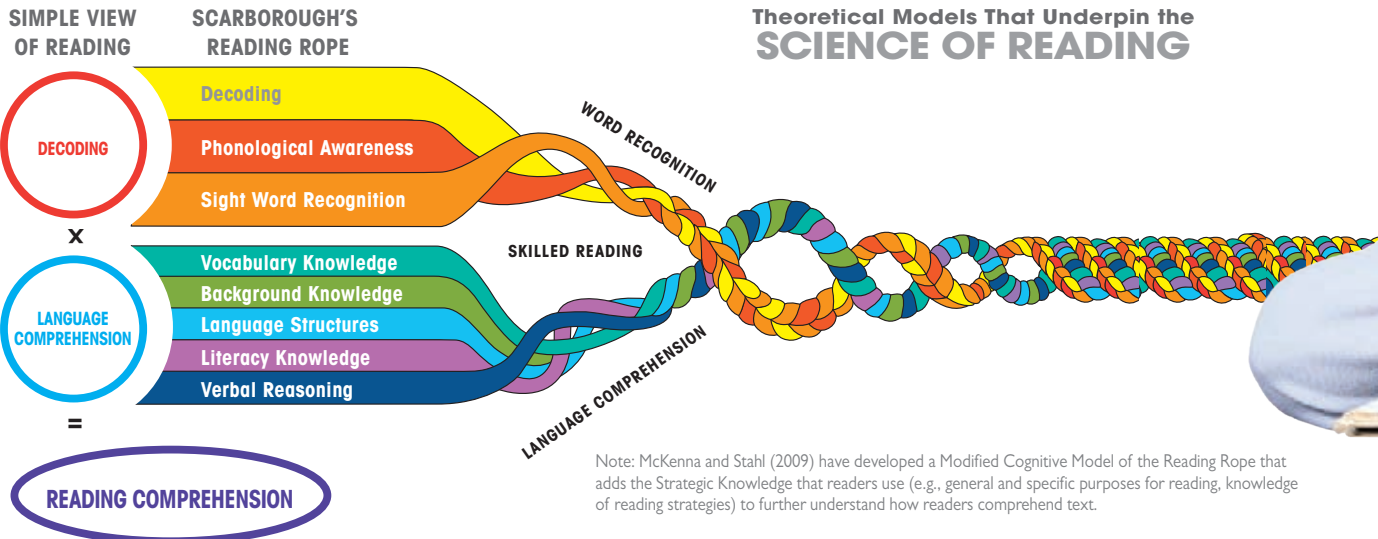
Reading

Vocabulary

Communication

## Aligned to the Science of Reading Research

Designed to reflect current and confirmed research on learning to read and teaching reading.



## Exclusively for Florida

### Florida Assessments and Reports



Weekly & Unit Assessments

eAssessments and Reports Also Available



Interim Assessments

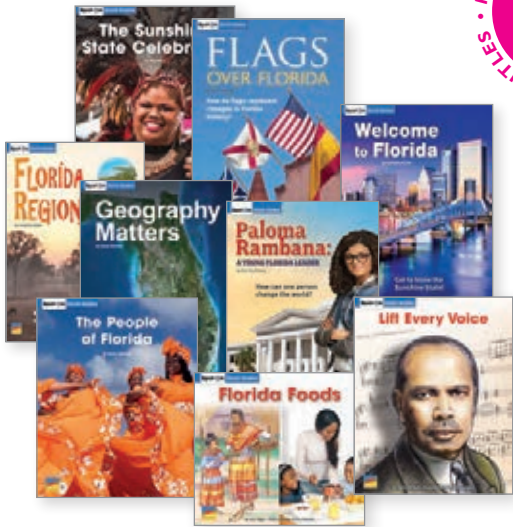
### Florida Exploring the Arts



Arts Connections and Read-Aloud Lessons with Activities

Available Digitally

### Florida Civics and Social Studies Library and Trade Books



Florida Social Studies Library

### B.E.S.T. on the Page

Every lesson is designed and aligned to the B.E.S.T. Standards at point-of-use in the Teacher's Resource System.





# Build Knowledge Within and Across Grades

A Knowledge-Based Framework Is Key to Comprehending Text



10 topic-based units per grade  
revolve around an essential question  
with multiple text sets per topic.

3 weeks of instruction per unit  
allow students to build concepts,  
vocabulary, and content knowledge.

Grades K–6 vertical and horizontal  
alignment builds knowledge and  
background for subsequent years.

“Knowledge acquisition should be the primary purpose of any reading approach, starting at the earliest grades.”  
—B.E.S.T. Standards, p. 6

## Knowledge Strands Integrate Science, Social Studies, and Literary Topics

UNIT	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Life Science							
2	Character Matters							
3	Government and Citizenship							
4	Perspectives in Literature							
5	Technology and Society							
6	Themes Across Cultures							
7	History, Culture, and Geography							
8	Earth Science							
9	Economics							
10	Physical Science							

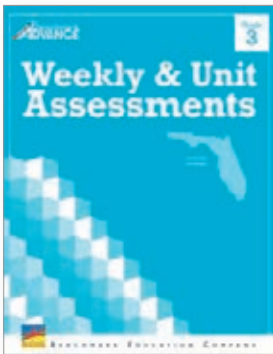


Florida Assessments & Reports

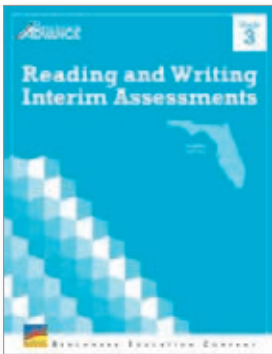
Fully Aligned to B.E.S.T. Standards

Built to help you transition to the new assessment and new standards, Florida Benchmark Advance assessments are aligned to both sets of standards.

- Mirrors format of Florida assessment
- Available as paper/pencil or eAssessment
- Powerful standards-based reporting platform included



Weekly & Unit Assessments



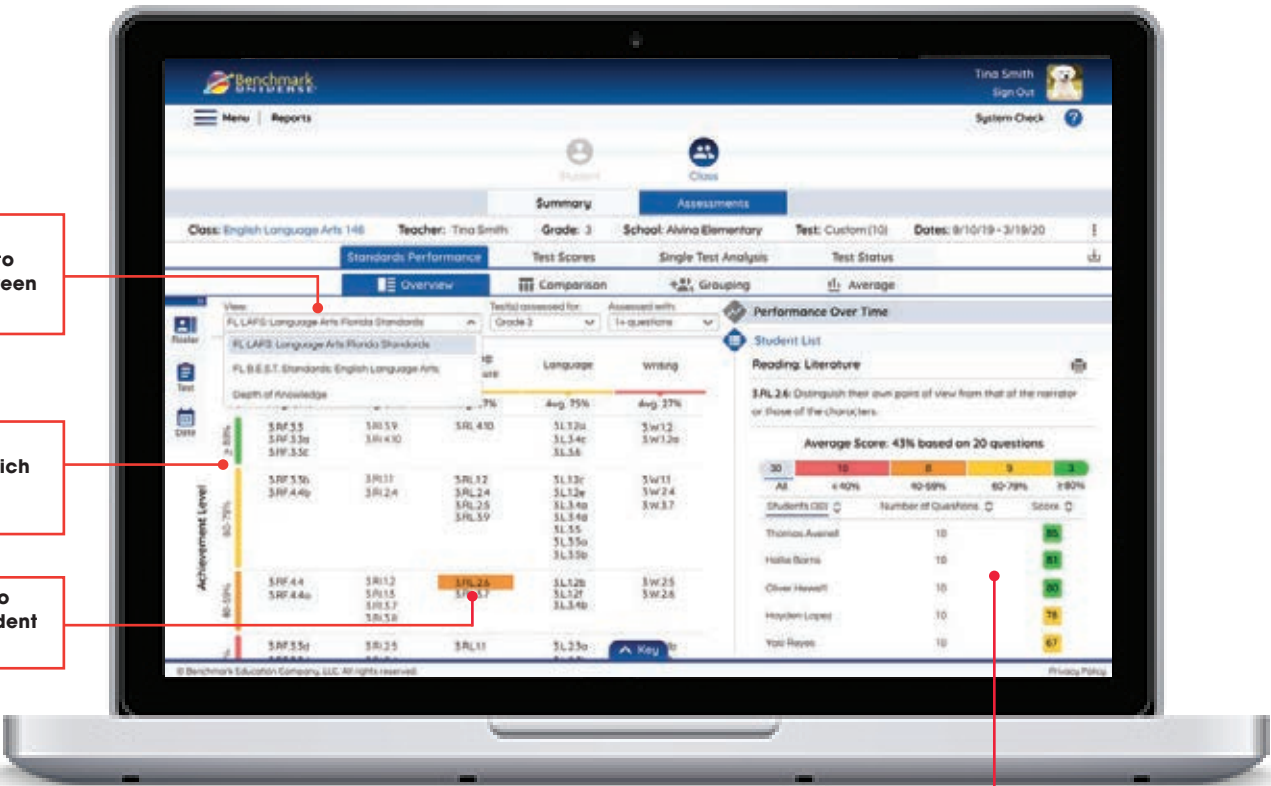
Interim Assessments

Powerful Standards-Based Reporting

Track student progress and identify opportunity gaps.

- Seamlessly access curriculum and assessment in your Benchmark Universe Digital Platform.
- Use data to inform instructional decisions.
- Monitor student progress toward year-end outcomes.

Reports are available at multiple levels: student, class, school, and district.



Standards-Aligned to B.E.S.T. and LAFs

Each question is aligned to LAFS and B.E.S.T. Standards to provide a smooth transition into the new Florida assessment.

Grade 3 • Unit 2 • Unit Assessment • Answer Key									
Answer Key									
Unit 2 Unit Assessment									
Question	Answer	Skill/Strategy Assessed	Item Type	Points	LAFS Standards	B.E.S.T. Standards			
1.	B, D	Recount Story Details	Multiple Choice	2	3.RL.1.2	3.R.3.2a			
2.	D	Use Context Clues to Understand the Meaning of Words and Phrases	Multiple Choice	1	3.RL.2.4, 3.L.3.4a	3.V.1.3			
3.	A	Describe Characters and Explain How Their Actions Contribute to Events and Theme	Multiple Choice	1	3.RL.1.3	3.R.1.1, 3.R.1.3			
4.	A	Explain How Illustrations Contribute to a Story	Multiple Choice	1	3.RL.1.3	3.R.1.1, 3.R.1.3			
5.	A, B	Recount Story Details, Refer to Parts of Stories	Multiple Choice	2	3.RL.1.3	3.R.1.1, 3.R.1.3			
6.	C	Compare Literary from Nonliterary Language—Stories	Multiple Choice	1	3.RL.1.3	3.R.1.1, 3.R.1.3			
7.	See Answer Chart and 2-Point Scoring Rubric	Explain How Illustrations Contribute to a Story	Table Match	2	3.RL.3.7	3.R.1.1			
8.	D	Recount Story Details	Multiple Choice	1	3.RL.1.2	3.R.3.2a			
9.	B, E	Describe Characters and Explain How Their Actions Contribute to Events and Theme	Multiple Choice	2	3.RL.1.3	3.R.1.1			
10.	C	Describe Characters and Explain How Their Actions Contribute to Events and Theme	Multiple Choice	1	3.RL.2.5	3.R.1.1			
11.	C, E	Compare Literary from Nonliterary Language—Stories	Multiple Choice	2	3.RL.2.4, 3.L.3.4a	3.V.1.3			
12.	A	Use Context Clues to Understand the Meaning of Words and Phrases	Multiple Choice	1	3.RL.2.4, 3.L.3.4a	3.V.1.3			
13.	D	Use Context Clues to Understand the Meaning of Words and Phrases	Multiple Choice	1	3.RL.2.4, 3.L.3.4a	3.V.1.3			

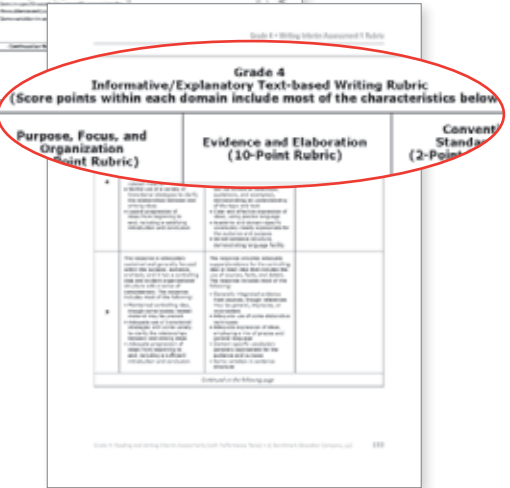
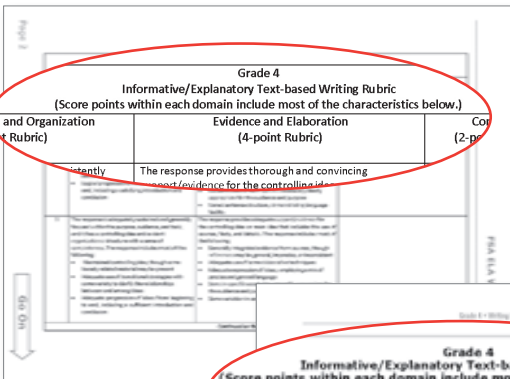
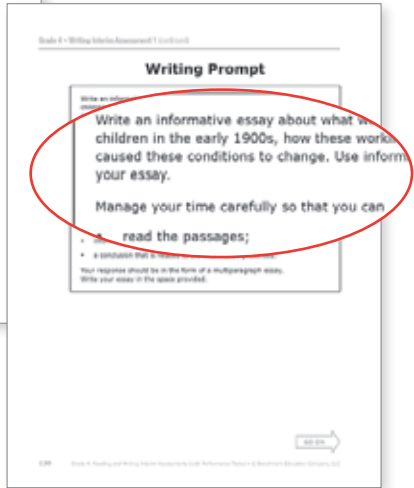
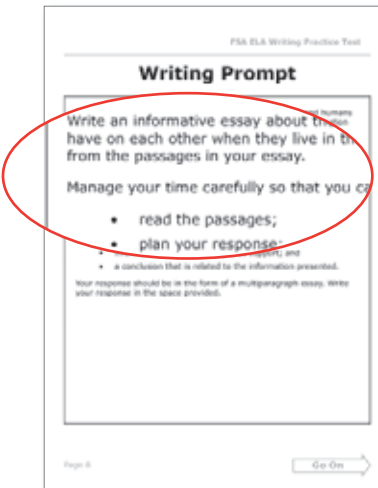
Item Rationales

For every question, a rationale is provided, offering valuable information about the “why” behind each correct and incorrect answer choice.

Grade 3 • Unit 2 • Unit Assessment • Item Rationales									
Grade 3 Unit 2: Unit Assessment									
1. A. Incorrect. Although information and important details are given, it is not a paragraph. B. Correct. The paragraph is a paragraph. C. Incorrect. It is not a paragraph. D. Correct. Although it is a paragraph, it is the rest of the paragraph. E. Incorrect. It is not about the story.	2. A. Incorrect. Although Arachne is a spider, it is not a spider. B. Incorrect. Although Arachne is a spider, it is not a spider. C. Correct. This sentence uses a simile to show that the woman's colorful weavings were "like rainbows." D. Incorrect. Although Arachne is a spider, it is not a spider. E. Incorrect. Although Arachne is a spider, it is not a spider.	3. A. Correct. This detail shows that Athena's challenge to Arachne was to get an epitaph from Arachne. B. Incorrect. Although this detail tells what Athena did to prepare for her visit, it does not indicate why she went. C. Incorrect. Although Athena accepted Arachne's challenge, she did not expect to be challenged when she went to see her. D. Incorrect. Although this detail shows that Athena accepted Arachne's challenge, she did not go there to have a weaving contest.	4. A. Correct. The expression on Arachne's face in the illustration shows that she is surprised when Athena reveals herself. B. Incorrect. Although Arachne is rude to Athena in the story, none of the details in this illustration show her being rude. C. Incorrect. Although the story says that Arachne thinks she is better than Athena, that is not shown in this illustration. D. Incorrect. Although the story says that Athena visits Arachne to give her a chance to apologize, that is not shown in this illustration.	5. A. Incorrect. The detail shows that Athena's challenge to Arachne was to get an epitaph from Arachne. B. Incorrect. Although this detail tells what Athena did to prepare for her visit, it does not indicate why she went. C. Incorrect. Although Athena accepted Arachne's challenge, she did not expect to be challenged when she went to see her. D. Incorrect. Although this detail shows that Athena accepted Arachne's challenge, she did not go there to have a weaving contest.	6. A. Incorrect. This sentence tells about the quality of Arachne's weaving, but does not use a simile to describe it. B. Incorrect. This sentence shows Arachne's challenge to Athena, but does not use a simile to describe something. C. Correct. This sentence uses a simile to show that the woman's colorful weavings were "like rainbows." D. Incorrect. This sentence states that Arachne's weaving was different from Athena's, but does not use a simile to describe something.	7. A. Incorrect. Although Arachne is a spider, it is not a spider. B. Incorrect. Although Arachne is a spider, it is not a spider. C. Correct. This sentence uses a simile to show that the woman's colorful weavings were "like rainbows." D. Incorrect. Although Arachne is a spider, it is not a spider. E. Incorrect. Although Arachne is a spider, it is not a spider.	8. A. Incorrect. Although Arachne is a spider, it is not a spider. B. Incorrect. Although Arachne is a spider, it is not a spider. C. Correct. This sentence uses a simile to show that the woman's colorful weavings were "like rainbows." D. Incorrect. Although Arachne is a spider, it is not a spider. E. Incorrect. Although Arachne is a spider, it is not a spider.	9. A. Incorrect. Although Arachne is a spider, it is not a spider. B. Incorrect. Although Arachne is a spider, it is not a spider. C. Correct. This sentence uses a simile to show that the woman's colorful weavings were "like rainbows." D. Incorrect. Although Arachne is a spider, it is not a spider. E. Incorrect. Although Arachne is a spider, it is not a spider.	10. A. Incorrect. Although Arachne is a spider, it is not a spider. B. Incorrect. Although Arachne is a spider, it is not a spider. C. Correct. This sentence uses a simile to show that the woman's colorful weavings were "like rainbows." D. Incorrect. Although Arachne is a spider, it is not a spider. E. Incorrect. Although Arachne is a spider, it is not a spider.

Writing Aligned to Florida Assessment

Prompts and rubrics mirror Florida Standards Assessments, preparing students for high-stakes experiences.



Florida Benchmark Advance Writing Prompt, Grade 4 Sample

Florida Benchmark Advance Grade 4, Writing Rubric

# Foundations

Daily instruction is systematic and explicit, aligned to science of reading research.

Instruction emphasizes the five essential early literacy skills:

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Explicit instruction begins with **phonological awareness** and moves to sound-spelling correspondence.

**Multisensory/multimodal** opportunities are also included throughout.

Focus Skill: Short e (15–20 min.)

Phonological Awareness: Recognize and Produce Rhyming Words (15–20 min.)

Model: **pet, wet**

Listen carefully as I say two words: **pet, wet**. The words **pet** and **wet** rhyme because they both end with the sounds /et/.

Other words that rhyme with **pet** are **net, jet, set, vet**. The words all rhyme with the sounds /et/.

Multisensory Learning

pet wet

Teacher's Resource System, Grade 1 Unit 2

## Explicit Instruction with Meaningful Practice and Spiral Review

Day 1  
PHONICS AND WORD STUDY

Blend Words (4–5 min.)

Model: **pan**

Display Letter Cards for **pan**. Model blending the letter sounds sequentially.

This is the letter **p**. It stands for /p/. This is the letter **a**. It stands for /a/. Listen as I blend the two sounds: /paan/. This is the letter **n**. It stands for /n/. Listen as I blend all three sounds: /paan/. Say the word with me: **pan**.

Model: **pane**

Add final -e to make the word **pane**.

This is the letter **e**. It makes the vowel pattern **a\_e** that stands for the long **a** sound. The letter **e** does not make a sound of its own. The final -e makes the **a** sound long. Listen as I blend the sounds in the new word: /paan/. Say the word: **pane**.

Note that the silent **e** at the end of the word is gray since it does not make a sound but is needed to make the first vowel sound long.

e-Pocket Chart

p

pa

pan

p

pa

pan

pane

Practice: cap/cape, tad/tode, mad/made, tap/tape

Spiral Review

Consonant Digraphs: both, shop, thing, chess, patch, when

Three-Letter Blends: split, sprint, squid, strap

Challenge: caveman, baseball, handmade

Modeling is targeted and explicit.

Repeated explicit modeling is available for teachers to use.

Instruction moves from the known to the new.

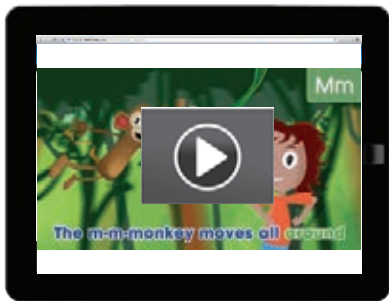
Spiral Review from the last 4–6 weeks.

Challenge activities provided for students progressing quickly.

Teacher's Resource System, Grade 1 Unit 5

## Phonics and Letter Songs

Make learning fun with songs that address letter formation and phonics elements!



Watch a sample video now!

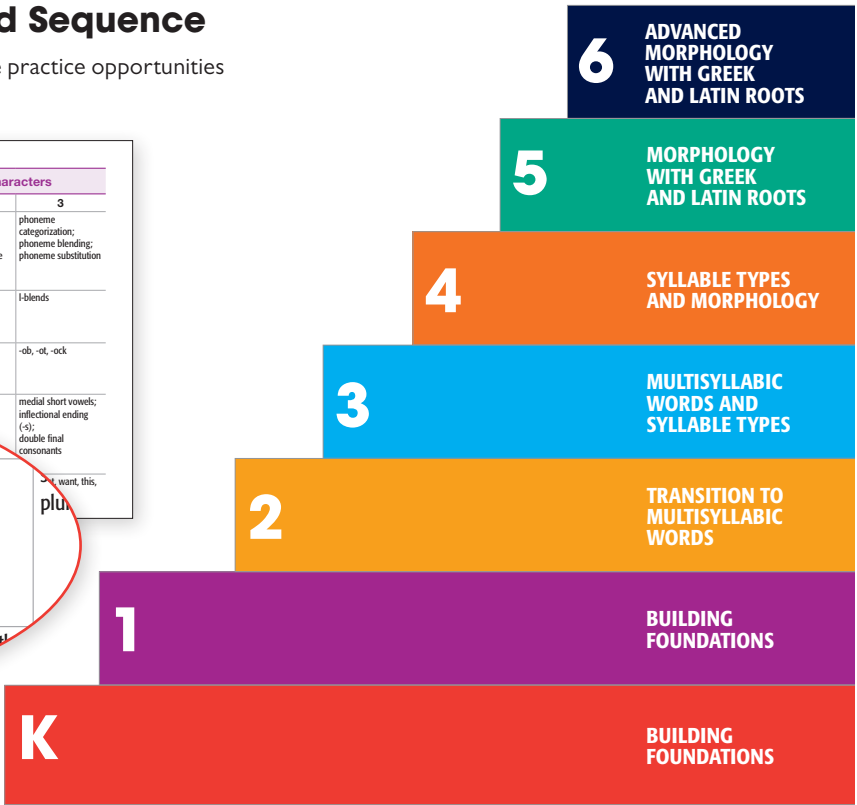
Instruction at this grade level should be characterized by a focus on explicit and systematic approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.”

— B.E.S.T. Standards, Kindergarten

## Systematic, Sequential Scope and Sequence

Progressions are clear from week to week, with multiple practice opportunities and built-in spiral review.

Week	UNIT 1 Plants and Animals Grow and Change			UNIT 2 Many Kinds of Characters		
	1	2	3	1	2	3
Phonological Awareness	recognize and produce rhyme; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme substitution
Primary Skill	short a	short i	short o	short e	short u	i-blends
Secondary Skill and Word Families	s /z/, ck /k/; -al, -ad, -an	plural nouns (-s); -th, -it, -ip	double final consonants; -op, -og, -ot	-et, -en, -el	inflectional ending (-s); -ig, -ip, -in	-ob, -ot, -ock
Spiral Review	consonants			consonants; short a; s /z/, ck /k/		
Frequency Words	the, see, go, she, and			play, little, you, with		





# Foundations:

## Application to Reading and Writing

Learning is set in practice and application.



“The bulk of the time in any given phonics lesson should be devoted to applying the skill to real reading and writing situations.”

— Wiley Blevins, Ed.M.



Watch Wiley Blevins discuss the value of accountable text.

### GRADES K–1

#### Authentic Practice Decoding and Encoding

**My Reading and Writing** is a unique student consumable book for Grades K and 1 that provides daily opportunities to connect phonics skills to authentic reading and writing.



My Reading and Writing Student Books, Grade 1

#### WE READ, WE WRITE

Shared reading and writing experiences build a community of learners.

#### GRADUAL RELEASE

#### I READ, I WRITE

Students apply phonics elements in decodable text, **accountable text**, followed by practice in writing.



My Reading and Writing Student Consumable Book, Grade 1 Unit 2

#### Decodable Readers

Students are provided further reading application in decodable texts for Grades K and 1.

- Comprehensible stories
- Fully aligned to scope and sequence
- Built-in spiral review



Decodable Lap Book and Student Books, Grade 1 Unit 2

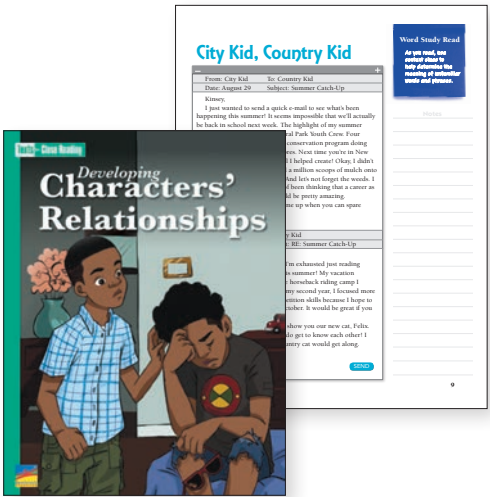
### GRADES 2–5

#### Word Study

Students are engaged in using word-analysis skills in decodable texts.

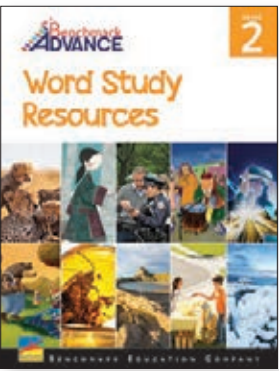
- Multisyllabic words
- Syllabication patterns
- Morphology

Texts for Close Reading, Grade 5 Unit 2

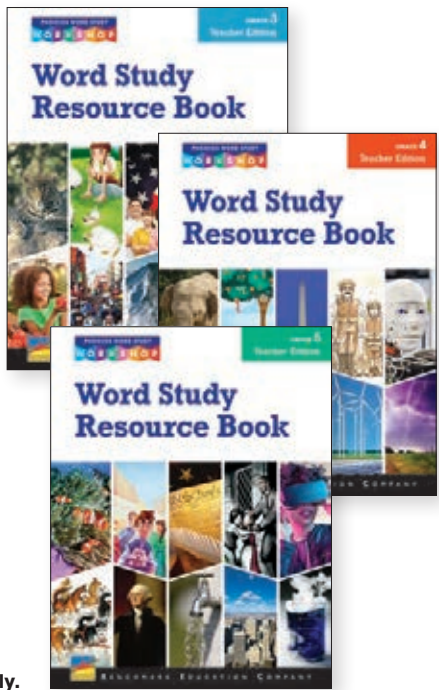


#### Additional Word Study Practice

Interactive and Accountable Texts (decodable) provide additional opportunities to practice word study in context.



Word Study Resources Book for Grades 3–5 is provided digital-only.



Vocabulary

Students make meaning from texts, build vocabulary, and deepen comprehension as addressed in the B.E.S.T. Standards.

### Vocabulary Development

#### Speaking and Listening

The following words and phrases may be useful during your class discussions around the topic of observing nature. Consider using these terms as you introduce and reflect on the Essential Question. Only some of these words appear in the unit selections.

nature	observe	inspiration
natural world	reflect	awe and wonder

#### Language of Instruction

As students analyze the unit selections through close reading opportunities, they will build on their vocabulary of critical thinking and broaden their vocabulary of literary genres, techniques, and features.

Critical Thinking ask questions create mental images draw inferences/evidence	Identify central ideas summarize integrate	read closely compare/contrast explain	Literary Terms first-hand account metaphor simile	idiom poetry versus prose point of view
--	--	---	--	---

#### General Academic and Domain-Specific

The following words and phrases appear in the Unit 1 Texts for Close Reading. Numbers in parentheses after each word indicate the page on which the word first appears. Introduce 3-5 words during each text reading using the routine provided. Throughout the unit, have students practice these words using the graphic organizers in the Additional Materials Bank. Use students' work to monitor vocabulary development and inform instruction, along with the weekly and unit assessment. The Read-World Perspectives Constructive Conversation and Culminating Writing Task are opportunities for students to demonstrate vocabulary knowledge.

	Week 1	Week 2	Week 3		
General Academic (Tier 2)	<b>"A Bird's Free Lunch"</b> abrupt (5) alight (4) blow (1) buffeted (5) drilling (5) fancied (5) fastened (4) peck (5) tame (4)	<b>"The Reads and the River"</b> televise (6) haughty (8) revere (6) rumbly with fear (7) rambunctious (6) rippling (8) ruffled (8) solitary (8)	<b>"Starting Off"</b> on approach (12) bubbles (14) receding (14) equinox (12) swathed (13) upheaval (14) distant relative (15) register (12)	<b>"The Secret Spring"</b> lurkative (24) dusky (24) homosapien (21) shield (13) pipe-stem legs (24) upheaval (14) distant relative (15) stationary (21)	<b>"Delight in Nature"</b> cutting through (28) hoof (29) stray (29) winding (12)
Domain-Specific (Tier 3)	<b>"A Bird's Free Lunch"</b> arctic (5) albatross (5) murrelet (4) sawt (4) roast (4)	<b>"The Reads and the River"</b> agricultural (8) horizon (8) waterbirds (7)	<b>"Starting Off"</b> loons (13) shoreline (13) back (16)	<b>"The Secret Spring"</b> bolls of cotton (21) channel (23) vegetation (21)	<b>"Delight in Nature"</b> porcupine (28) hoof (28) shaman (29)

### Word Study/Spelling

In each week's word study lesson, students develop and apply knowledge of phonics, context clues, and structural analysis of word parts to determine the meaning and pronunciation of multisyllabic words. Grade appropriate spelling words reinforce the focus skill.

#### Week 1: Review Long a (Vc, ai, ay, ei, ea) and Short a

Word Study Mode/Guided Practice Words	Spelling Words		
remains resident breakage weighty ramble	tabernacle fancied temperature dismay undamaged evacuated evacuate	tutor evacuated* unveil* fastened brave subway	generate inevitable* domain underway hammer table

\*Change words

#### Week 2: Words with Long e (Vc, ea, ee, ey, y, ie, e) and Short e

Word Study Mode/Guided Practice Words	Spelling Words		
incomplete colony leadership commute selfishly	equality settlement needless paidly industry	liberties exchanging communities register	needless thread inconspicuous chief herald monkey

#### Week 3: Words with Long o (Vc, oa, ow, oe, o) and Short o

Word Study Mode/Guided Practice Words	Spelling Words		
suspiciously approachable ownership mischievous anticipate	trigger knobby roaming wallowing cosmetic	problematic indigo comprehend monitor* revere crash blowing	socket revolt scroll follow modify approachable*

\*Change words

#### e-Pocket Chart

o, e	ai	ay	ei	ea
evacuated	tutor	underway	unveil	beefsteak
generate	domain	dismay	reindeer	breakage

Design an e-Pocket Chart word wall activities to support students' knowledge of spelling patterns. The e-Pocket Chart can be accessed through the Benchmark Advance Library.

Grade 4 • Unit 1

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Grade 4 • Unit 1

Grade 4 Teacher's Resource System

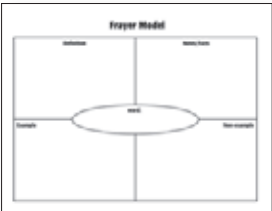
**Speaking and Listening** vocabulary is used through constructive conversations about the texts.

**Language of Instruction** builds students' critical thinking and broadens their knowledge base of literary genres.

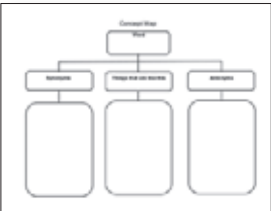
**General Academic and Domain-Specific** vocabulary is built in context through texts students read in the unit that include graphic organizers and routines to introduce words.

**Word Study/Spelling** words are used as students apply phonics knowledge, context clues, and structural analysis.

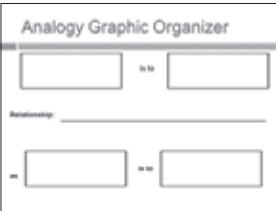
**Vocabulary Graphic Organizers** lead students to see the relationship between words and meaning.



Frayer Model



Concept Web



Analogy Graphic Organizer



Vocabulary Word Study Log

Reading

“We cannot think deeply, creatively, or critically about a subject if we have little knowledge of it. Thus, the key to developing real critical thinking skills in our students is to increase knowledge about a breadth of subjects by reading rich texts on the subjects.”

—B.E.S.T. Standards, p. 6

Every Unit in Every Grade Builds Knowledge on a Topic

UNIT TOPIC: Earth Changes, Grade 4

WEEK 1



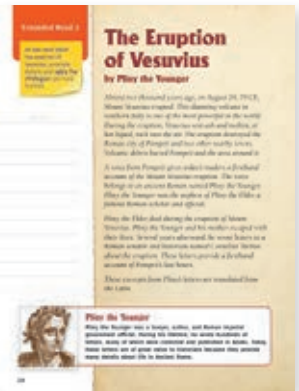
Short reads for accessing complex text

WEEK 2



Extended texts for building knowledge and making meaning

WEEK 3



Grade 4 Unit 8, Texts for Close Reading

Unit instruction revolves around a cluster of related skills.

Learning Targets

		Week 1	Week 2	Week 3	Assessed Skills
Comprehension	Draw Inferences (Focus on Characters)	●	●	●	✓
	Analyze Third-Person Point of View	●			
	Analyze First-Person Point of View	●			
	Analyze a Free Verse Poem			●	
	Compare and Contrast Point of View		●	●	✓
	Summarize the Text		●		✓
	Compare and Contrast the Treatment of Similar Topics in Stories		●	●	✓

Grade 4 Teacher's Resource System

Students Read, Talk, and Write About a Topic





**Teaches the three types of writing** as outlined in the B.E.S.T. Standards: Opinion, Expository, and Narrative. Instruction is included for planning, revising, and editing to improve writing. Writing assessment rubrics mirror the Florida Standards Assessment.

### B.E.S.T. Standards identified at point of use

### Learning Targets clearly identified

### Suggested Anchor Chart for each type of writing

### Guidance for corrective feedback

**Mini-Lesson 6**  
PROCESS WRITING

A.C.1.3, A.C.1.5

**Learning Targets**

- Incorporate facts and details from research into the body of an Opinion Essay.
- Write an Opinion Essay that is supported with evidence.
- Share ideas in constructive conversations.

**Additional Materials**

- Modeling Text
- Note-Taking Chart, from Week 2, Mini-Lesson 3
- Opinion Essay Planning Guide, from Week 2, Mini-Lesson 3
- Opinion Essay Writing Checklist
- Opinion Essay Anchor Chart

**OPINION ESSAY**

- Introduces the topic and states an opinion clearly
- Follows an organizational structure that groups related ideas together
- Supports the opinion with evidence
- Provides a conclusion that restates the opinion

Sample Opinion Essay Anchor Chart

## Write an Opinion Essay: Incorporate Research to Support Your Opinion (15 min.)

### Engage Thinking (1 min.)

Set a purpose for the lesson. For example:

*A writer can't simply state an opinion and leave it at that. Instead, the writer needs to persuade readers with facts and ideas that provide support for the opinion. Today, we'll take details and facts from our research and use them to support our opinions.*

### Model (5 min.)

Explain that there are different ways to incorporate research into your essay:

- Writers can quote the source directly, using quotation marks and credit the website or author in the body of the essay.
- They can paraphrase the central ideas and details in their own words.

Model how you incorporated your research into your Opinion Essay. For example:

*A fact I used in my introduction that I wanted to expand on is how recycling decreases pollution and also the amount of raw materials we use when we manufacture new products. I looked at several websites and found some good information. These ideas support my opinion that recycling is good for the environment. I also chose a quote that coheres, or is tied to, the other facts and details in the paragraph.*

*Note that I use quotation marks when I use language taken directly from my source text.*

According to the Environmental Protection Agency (EPA), paper and paperboard, or the boxes that are used to hold products like cereal, make up the largest portion of waste in landfills. To get that fresh piece of paper in your hand, a tree needed to be cut to make timber; chemicals and fuel were used to turn wood pulp into rolls, and then more machines and fuel were used to create that crisp piece of paper and ship it to you. However, according to Recycling Guide.Org, "recycled paper products 'Dish less air pollution' than paper 'made from raw materials'."

### Modeling Text

### Guided Practice (6 min.)

Have partners work together to review each other's Opinion Essay Planning Guide. Ask them to orally rehearse which reason on their chart they plan to use as the first body paragraph of their Opinion Essay. Partners should discuss what their first body paragraph will focus on and which details from their research they plan to use. Ask them to judge whether the facts they are using to support their reason are sufficient, or whether they need to do additional research.

**Mini-Lesson 6**  
PROCESS WRITING

UNIT 5 • WEEK 2

### Prepare for Independent Writing (1 min.)

Tell students that during independent time, they will draft their Opinion Essays by incorporating the research from their charts and notes into their essay. Remind them to review any quoted material carefully to make sure it was picked up accurately and properly set off with quotation marks.

**INDEPENDENT AND SMALL-GROUP WRITING AND CONFERRING**

As you monitor, provide feedback to individuals and/or small groups as needed, using prompts such as the ones below.

**Directive Feedback:** *If you're not sure what to add, go back to your Opinion Essay Planning Guide. Look at the reasons you included to support your opinion. Which facts and details did you research to support this reason? Which ones relate to your opinion?*

**Self-Monitoring and Reflection:** *You list a percentage here, but I don't see where this number came from? You'll need to credit this source in your writing.*

**Validating and Confirming:** *Your writing uses a sufficient number of facts and details to support your opinion.*

### Share and Reflect (2 min.)

Bring partners together after independent writing time. Ask partners to share the insights they gained by incorporating their research in their writing. Then call on one or two students to share their thoughts, insights, and questions with the class. At the end of the lesson, ask each student to revisit their Opinion Essay Writing Checklist.

**(ELD) Integrated ELD**

**Light Support (thinking, teaching)**  
Provide sentence frames to guide students' discussions:  
*In my first body paragraph, I will state \_\_\_\_\_ to support my reason. I will use facts from \_\_\_\_\_ that show \_\_\_\_\_.*  
*One quote from my research that I will use to support my reason is "\_\_\_\_\_."*

**Moderate Support (teaching, guiding)**  
1. Check students' understanding of what makes a strong body paragraph by asking questions, e.g., *Why is it important to support your opinion with facts? Help answer as needed.*  
2. Provide the following sentence frames to guide students' discussions. Modify the frames with students to help them explain their ideas uniquely.  
*In my first body paragraph, I will state \_\_\_\_\_ I will support my reason with facts, for example, "\_\_\_\_\_." I will use the quote "\_\_\_\_\_."*

**Substantial Support (teaching, modeling)**  
1. Check students' understanding by asking questions, e.g., *What should you include in a body paragraph? Help answer as needed.*  
2. Provide sentence frames to guide students' discussions. Help partners complete the frames.  
*In my paragraph I will say "\_\_\_\_\_." One fact I \_\_\_\_\_.*  
*One quote is "\_\_\_\_\_."*

A.C.1.3 asks to make a claim with logical reasons using evidence from multiple sources, elaboration, organizational structure with transitions. A.C.1.5 requires writing by planning, writing, editing.

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**Addresses Florida's B.E.S.T. conventions**  
progression for when skills are introduced, mastered, and reviewed.

**Teach grammar in the context of reading and writing.**

## Grammar in Context: Use Relative Pronouns (15 MIN.)

### Engage Thinking (1 MIN.)

Set a purpose for the lesson. For example:

*Today you'll learn how the relative pronouns, **who, whom, whose, which, and that** can be used to connect ideas in your writing.*

### Model (5 MIN.)

Explain that relative pronouns connect ideas by linking a relative clause or phrase to a noun or pronoun in a main clause. Relative pronouns can also take the place of nouns.

Display and read aloud the Relative Pronoun Chart as students follow along. Point out that some relative pronouns refer to people while some refer to animals or things, while others can refer to both.

**Model-Lesson 5**

**Grammar in Context: Use Relative Pronouns (15 min.)**

**Engage Thinking (1 min.)**

Set a purpose for the lesson. For example:

*Today you'll learn how the relative pronouns, **who, whom, whose, which, and that** can be used to connect ideas in your writing.*

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Relative Pronoun	Refers to...
who, whom, whose, that	people
whose, which, that	animal or thing

**Relative Pronoun Chart**

**Model-Lesson 5**

**Grammar in Context: Use Relative Pronouns (15 min.)**

**Engage Thinking (1 min.)**

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Relative Pronoun	Refers to...
who, whom, whose, that	people
whose, which, that	animal or thing

**Relative Pronoun Chart**

12-24

to

Unit 5  
Technique  
to Transfer

Unit 6  
Learning  
Challenges

TEACHER RESOURCE CENTER

**Research and Inquiry Projects** are found in every unit as students conduct research on the unit topic using multiple sources.

- Includes research question
- Requires use of a variety of sources
- Evaluates relevancy of information to the topic



# Observing Nature

**Grade  
4 Texts  
for Close  
Reading**



RESEARCH AND INQUIRY PROJECT

## Plants and Animals in Nature

### Introduce

You read a lot about nature in this unit as you focused on the essential question:

**How do we respond to nature?**

You learned about several different plants and animals:

- a kinglet
- a woodpecker
- a blue jay
- marsh reeds
- water birds
- a buck (male deer)
- trees
- bushes



### Explore

Take a deeper dive to explore one of the plants or animals that you read about in this unit. Work independently or with a partner or group. First, choose a plant or animal discussed in this unit. Then, go back into the text and gather information about your plant or animal. Next, use your classroom or school library to research more information about your plant or animal. Use these guiding questions to help you focus your research:

- Based on the unit texts and your research, how can people best observe the plant or animal you studied?
- How did the knowledge you gained through research add to your understanding of the unit text?
- What feelings and emotions did the plant or animal you studied elicit in you?



### Present

What did you learn about nature by studying your plant or animal? With your partner or group, present your findings. Use one of these ideas for presenting, or use an idea of your own:

- field report
- interactive map
- web page
- virtual poster

**Conversations revolve around** the texts and real-world perspectives relevant to students' lives.



**Jeff Zwiers**



# Real-World Perspectives

You have read plays and stories featuring different characters and their relationships. Now take what you have learned about how people interact and have a constructive conversation. Use the question below, another one from page 3, or one that you brainstorm with your group.

**What do we value most in others?**

### Elements of a Successful Constructive Conversation

- ✓ **Share ideas**  
With your group or partner, state an idea or opinion you have about the question.  
• When I read \_\_\_\_\_, it made me think that \_\_\_\_\_  
• I think it's important that \_\_\_\_\_
- ✓ **Support and build on ideas**  
Support the idea with details from the author's text, your independent reading, or your own life.  
• I noticed my connection because \_\_\_\_\_  
• My opinion is based on \_\_\_\_\_
- ✓ **Clarify ideas**  
Work together to clarify the idea by restating it or asking questions about it.  
• I'm not sure I understand, are you saying that \_\_\_\_\_?  
• After I read \_\_\_\_\_, what I meant was that \_\_\_\_\_







### Respectful Conversation Tips

- ✓ When speaking, use your group.
- ✓ Use appropriate facial expressions and be sure that you are listening and understand.
- ✓ Say something that adds to, connects to, or extends what others have said.
- ✓ Repeat others' ideas.
- ✓ Be a polite and thoughtful listener.

30

11

**Writer's Universe** is a collaborative digital writing tool. Students can plan, draft, and revise writing digitally while collaborating virtually with the teacher as well as their peers.

The image shows two young girls, one with brown hair and one with dark hair and glasses, sitting at a wooden table. They are both using laptops and looking at each other, suggesting a collaborative learning activity. On the table in front of them are several colorful educational cards or booklets. An inset in the top right corner displays a screenshot of a 'Peer Conferencing' interface. The interface has a header with 'Teacher: Conference' and 'Peer: Conferencing'. Below the header, it says 'You are conferencing with: Molly, Josh, Kevin, Yasmine, Christine, Laurie'. There is a 'CLOSE' button. A chat window is open, showing a message from 'Laurie' that says 'Can you look at my draft?' with a timestamp of '5/28/2018 11:30am'. Below the chat, there is a text input field with the text 'Sure. Send it to me!' and a red circular icon with the number '3' next to it.



# Responsive Teaching

## Scaffolding for Each Learner in Every Lesson

**Each lesson includes** specific supports to accommodate all learners. These scaffolds provide the opportunity for each student to reach grade-level B.E.S.T. Standards expectations.

### Targeted Intervention Resources

**Intervention Teacher’s Guides** include targeted lessons for reteaching with Quick Checks to inform entry and exit.



### Grade 4 Teacher’s Resource System

B.E.S.T. Standards identified at point of use.

Mini-Lesson 2  
SHORT READ 1

4.F.1.4, 4.R.2.1, 4.R.2.3

*Technology for Tomorrow*, pages 4–5  
“Humans and Robots Can Work Together”

Learning Targets

- Develop vocabulary
- Refer to details and examples in a text when drawing inferences.
- Read with purpose and understanding.
- Read with appropriate pauses at full stops.
- Engage in constructive conversations with peers.
- Make and then write down inferences about the text.

Additional Materials

- Vocabulary Routine: Define/Example/Ask (See Additional Resources)
- Draw Inferences Anchor Chart

Ways to Scaffold the First Reading

Use your observational assessment to determine the intensity of scaffolding your students need during Read and Annotate and Independent Reading.

IF...	THEN...
Students are English Learners who need support with vocabulary and language demands...	<b>Read the text TO students.</b> <ul style="list-style-type: none"><li>Conduct a before-reading picture walk to introduce vocabulary and concepts.</li><li>Stop after meaningful chunks to define unfamiliar words and paraphrase difficult sentences.</li></ul>
Students are readers who decode with little comprehension...	<b>Read the text WITH students.</b> <ul style="list-style-type: none"><li>Stop after meaningful chunks to ask who, what, when, where, how questions, and work with students to find answers in the text.</li></ul>
Students need some support to read unfamiliar texts with comprehension...	<b>Have students PARTNER-READ.</b> Partners should: <ul style="list-style-type: none"><li>Read aloud meaningful chunks.</li><li>Ask each other who, what, when, where, how questions about the text to identify key details.</li></ul>

### First Reading: Draw Inferences (20 MIN.)

#### Preview the Text/Set a Purpose (3–5 MIN.)

Use the Define/Example/Ask Vocabulary Routine to introduce new vocabulary in the selection. See word list on page 14.

Display and have students turn to “Humans and Robots Can Work Together,” pages 4–5. Encourage students to notice features of the text, including the salutation, “Dear Editor,” and the sign-off, “Eleanor Hahn.” Explain that a letter to the editor is a letter a reader of a newspaper or magazine writes to express an opinion.

Point to the Draw Inferences Anchor Chart from Unit 2. Remind students they used clues in the text as well as personal knowledge to make inferences, or determine ideas about a text that the author doesn’t state outright. Point out that this skill can be used when reading nonfiction as well as fiction. Set a purpose for the lesson. For example:

*Writers may not tell us everything because they expect readers to fill in the gaps. As you read this letter, pay attention to text features and key details and ideas. Then use these clues to draw inferences. Drawing inferences will help you understand information an author implies, or hints at, but doesn’t state. You’ll be able to infer an author’s perspective on a topic.*

#### Read and Annotate (5 MIN.) ELD

Before students read the text, have them make an inference about the selection and the author’s perspective based on the title, photograph, and caption. During reading, have them underline any terms and ideas that confuse them. Once they’ve finished, ask them to use clues in the text to make an inference about what those terms and ideas mean.

Remind students to use other strategies to support their understanding, such as rereading a confusing sentence or paragraph. Based on the needs of your students, have them read independently or choose an approach from “Ways to Scaffold the First Read Reading.”

#### Share and Reflect (5 MIN.)

Ask partners to address the following questions in a brief conversation:

- What inferences did you make about the author’s perspective on robots before reading?
- Why did she write to the editor? What does she want people to think?
- How did the inferences you made help you understand the ideas in this letter?
- Based on the letter, what inferences can you make about humans and robots working together?

DRAW INFERENCE

TEXT EVIDENCE • YOUR OWN KNOWLEDGE • INFERENCE

I READ... A character is crying.	I KNOW... People cry when they are upset.	I INFER... The character is upset.
-------------------------------------	--	---------------------------------------

Sample Draw Inferences Anchor Chart

#### Build Fluency (3 MIN.)

Explain that fluent reading requires readers to pause at full stops, such as periods and question marks. The reader’s voice should go down just before pausing at periods and up just before pausing at question marks. Follow the fluency routine to model this skill and provide guided practice. Use paragraph 3 of “Humans and Robots Can Work Together.” For more practice, students may partner-read the paragraph during independent time.

#### Apply Understanding (2 MIN.)

Tell students that during independent time, you would like them to reread paragraph 5 and look at the photograph and caption. Have them write down an inference about how “remote presence systems” could benefit customers in a large retail environment.

**ACCESS** If students have difficulty with inferences, point out the word **can** in the title. Explain that by using the word **can** instead of the word **cannot** or **can’t**, the author is telling readers that something is possible. Then, after reading, ask students to make an inference about the author’s perspective on robots based on the title of the selection.

SMALL-GROUP READING INSTRUCTION AND INDEPENDENT READING AND CONFERRING

See the provided resources and instructional options on the unit foldout.

4.F.1.4 read with accuracy, automaticity, and prosody or expression 4.R.2.1 explain how text features contribute to meaning/identity text structures: problem/solution, sequence, description 4.R.2.3 explain an author’s perspective toward a topic

### Mini-Lesson 2 SHORT READ 1

UNIT 5 • WEEK 1

#### Integrated ELD

##### Light Support (Bridging, Reaching)

- Check students understanding of these words and phrases. Explain as needed.

automated/automation efficiency	capabilities replaced	dominated take over
---------------------------------	-----------------------	---------------------

- As partners read, have them pause after every paragraph and retell. Check their understanding by asking questions, e.g., *What ways is automation a part of our lives? How do robots help in warehouses? workers concerned about?*
- Display the frames for students’ response:  
*I think the word \_\_\_\_ means \_\_\_\_ because the text says \_\_\_\_, which tells me that \_\_\_\_.*

##### Moderate Support (Developing, Expanding)

- Explain the following words, using visuals, gestures, and examples.

automation replace	convenience retailer	efficiency warehouse
--------------------	----------------------	----------------------

- As partners read, have students pause after every paragraph and retell. Help as needed and ask questions to check comprehension: *What technology is part of our everyday lives?*
- Display the frames for students’ response:  
*I think the word \_\_\_\_ means \_\_\_\_ because the text says \_\_\_\_. This means that \_\_\_\_.*

##### Substantial Support (Entering, Beginning)

- Read aloud only the first two paragraphs to students.
- Preteach these terms, using visuals and gestures as appropriate.

automation easier	concern result	convenient robots
-------------------	----------------	-------------------

- Read each paragraph aloud, and then restate it in simpler terms. Check students’ comprehension, e.g., *How can technology make work easier?*
- Display the sentence frames and help students complete them.  
*The author thinks technology \_\_\_\_.*

#### Social-Emotional & Culturally Responsive Learning

Use the discussion prompts on pages 6–7 to engage students and make connections to their experiences and perspectives.

Integrated English Language Development supports the most linguistically challenging aspect of the lesson. Available for every lesson.

Access provides accommodations for every lesson for students with special needs.

Social-Emotional Learning and Culturally Responsive teaching and learning are connected to every text.

If/Then charts provide support for multiple ways of scaffolding students as they do the first reading.

B.E.S.T. Standards language is provided for quick reference.



# Responsive Teaching

## Accommodating Students with Special Needs Throughout the Literacy Block

### Accommodating Students with Special Needs

Accommodating Students with Special Needs Chart includes each literacy block component, with specific accommodations for disability areas as well as support for advanced learners.

Literacy Block Component	Lesson activities to support through Accommodations	Disabilities that affect Oral Language	Disabilities that affect Decoding	Disabilities that affect Reading Comprehension	Disabilities that affect Written Expression	Accommodations for Advanced Learners
Reading/ Writing Mini-Lessons	Participating in Constructive Conversations	<ul style="list-style-type: none"><li>• Use the Observation Checklist for Constructive Conversation (found in each week of instruction) to help you identify communication skills to model for your students.</li><li>• Provide sentence frames to support the kind of conversation you expect. You may wish to download copies of the Think-Speak-Listen Bookmarks (K-1) or Flip Book, both of which contain frames to support academic conversations.</li><li>• Allow students to write or draw to express their ideas during discussions.</li><li>• Make laptops or tablets available for students to keyboard their responses to conversation prompts.</li></ul>	n/a	n/a	<ul style="list-style-type: none"><li>• Allow students to express their ideas in pictures or through role-playing.</li><li>• Provide a sentence frame for students to use.</li><li>• Consider timekeeper, reporter, or discussion director as strategic roles.</li></ul>	<ul style="list-style-type: none"><li>• Provide opportunities for students to make connections across texts, authors, and genre.</li><li>• Challenge students to pose new questions and to identify connections between the text and their other content area studies.</li><li>• Provide more challenging group roles and responsibilities.</li></ul>
	Participating in Partner and Small-Group Learning Tasks	<ul style="list-style-type: none"><li>• Monitor students during learning tasks and make minute-by-minute instructional decisions based on their needs.</li><li>• Based on your observations, adjust the content and pace of instruction.</li><li>• Provide additional gradual release instruction using the model/guided practice or I/Then strategies.</li><li>• Consider using the Access modifications or strategies provided in each lesson.</li></ul>	<ul style="list-style-type: none"><li>• Monitor students during learning tasks and make minute-by-minute instructional decisions based on their needs.</li><li>• Based on your observations, adjust the content and pace of instruction.</li><li>• Provide additional gradual release instruction using the model/guided practice or I/Then strategies.</li><li>• Consider using the Access modifications or strategies provided in each lesson.</li></ul>	<ul style="list-style-type: none"><li>• Monitor students during learning tasks and make minute-by-minute instructional decisions based on their needs.</li><li>• Based on your observations, adjust the content and pace of instruction.</li><li>• Provide additional gradual release instruction using the model/guided practice or I/Then strategies.</li><li>• Consider using the Access modifications or strategies provided in each lesson.</li></ul>	<ul style="list-style-type: none"><li>• Monitor students during learning tasks and make minute-by-minute instructional decisions based on their needs.</li><li>• Accelerate the content based on progress monitoring. Move to above-grade-level content where/when indicated by formal and informal assessment.</li><li>• Students may need all concepts taught but for a shorter time, with less repetition and at an accelerated pace.</li><li>• Use progress monitoring to form a temporary, flexible group of students who are ready for advancement in a particular standard.</li></ul>	

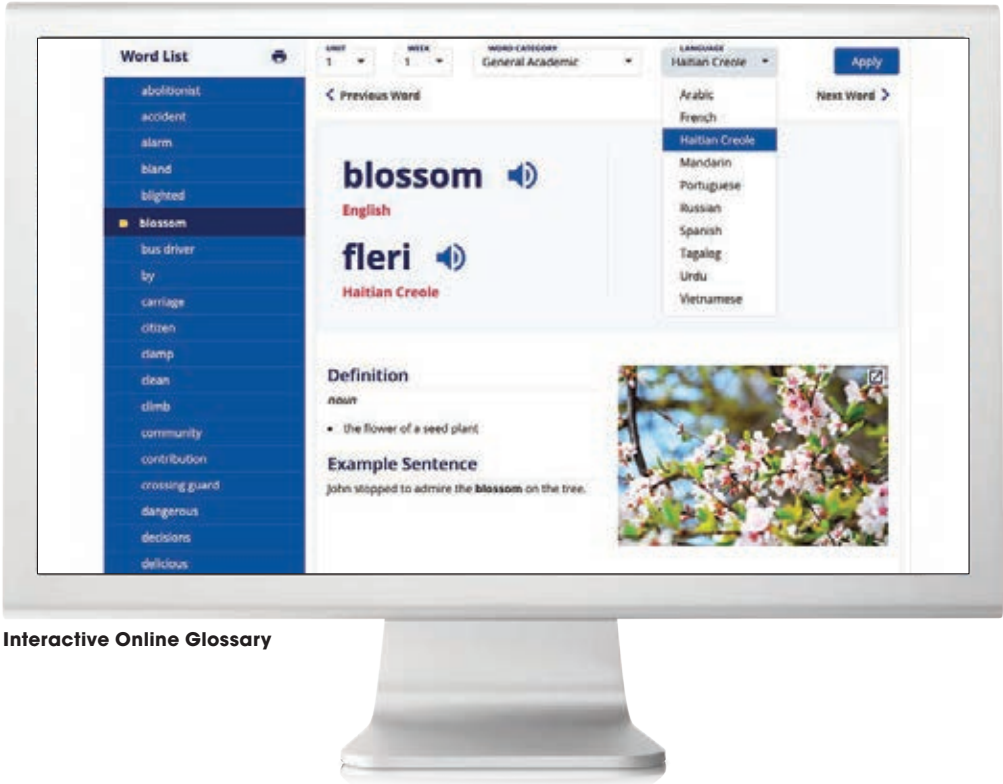
Complete chart available in each Teacher’s Resource System.

LANGUAGE TRANSFER SUPPORT

### Multilingual Scaffolding and Support

Supports students moving from one language to another. Includes:

- Contrastive Analysis Chart (10 languages)
- Integrated Language Transfer Lesson Support
- Interactive Online Glossary (10 languages)



Interactive Online Glossary

### Adjustable-Speed Audio in All E-Books

All texts are available as Interactive E-Books and are equipped with read-aloud audio, read by a fluent reader.

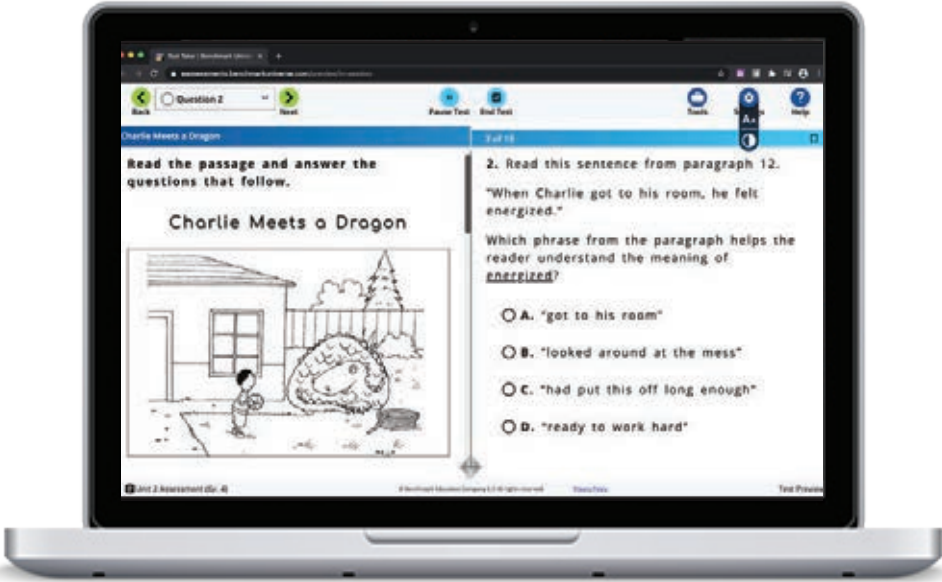
Audio can be slowed down to 80% of its originally recorded speed.



### WCAG 2.0 Compliant eAssessments

Benchmark eAssessments are fully compliant with WCAG 2.0 accessibility standards.

- Adjust font size
- Adjust contrast
- Adjust image zoom
- Enable audio



### Closed Captioning

All videos contain closed captioning to support students and teachers with deafness or a hearing impairment.





# Interactive Read-Alouds

Engage students with authentic literature and informational texts.

50:50  
Balance of  
Informational  
and Literary  
Texts

## Florida Read-Aloud Trade Books

### Build background knowledge:

- Features titles from the Florida Book List and Civics List
- Includes lesson plans for each title
- Includes a title for every grade and unit topic

Also includes titles from the Florida Book List such as: *Charlotte’s Web*, *Honest Abe Lincoln*, *Shh! We’re Writing the Constitution*, *Hidden Figures*, and *D is for Democracy: A Citizen’s Alphabet*.

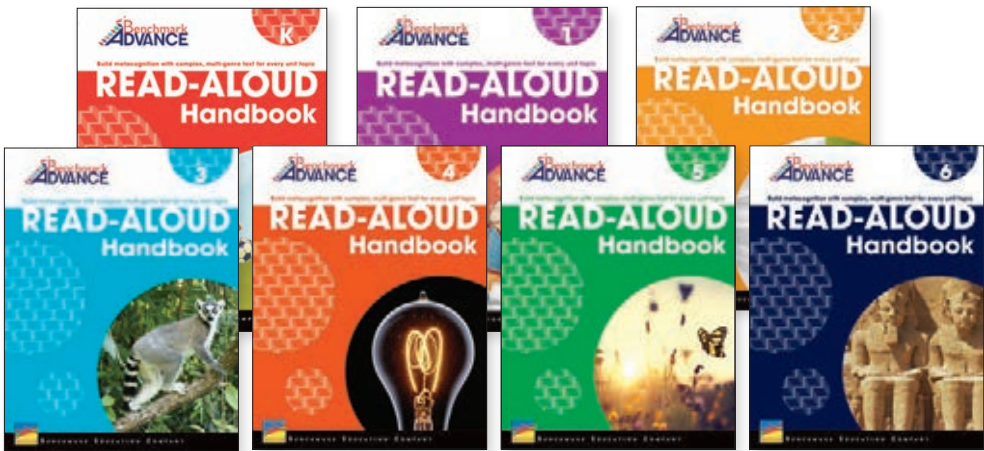


\*Included titles may vary according to availability.

## Short Read-Alouds Feature Authentic Literature

### Lesson plans focus on:

- Building background knowledge
- Social-emotional learning
- Vocabulary
- Fluency
- Thinking (metacognition)
- Comprehension



“...Include text read-alouds and think-alouds aimed at building and activating background knowledge.”  
—Florida B.E.S.T. Standards ELA.3.V.1.3



Linda Hoyt, M.A.  
Reading Specialist  
and Author

## Trade Book Collections Curated by Linda Hoyt

Culturally relevant texts affirm the value of each child’s story and mirror students’ experiences.





# Grade-Level Complex Texts

All students gain access to grade-level complex text.

50:50  
Balance of  
Informational  
and Literary  
Texts

## Topic Text Sets for Grades K–1

Texts focus on one topic featuring poetry, prose, and informational texts.

- Build content knowledge and vocabulary.
- Read across genres in every unit topic.
- Cite text evidence.

## Cultural Responsiveness and Social-Emotional Mindfulness, K–6

- Embedded instruction for each text
- Aligned to the five core competencies of CASEL



Grade 1 Unit 2 Topic Text Set  
Read-Alouds



All texts are available  
as Interactive E-Books.



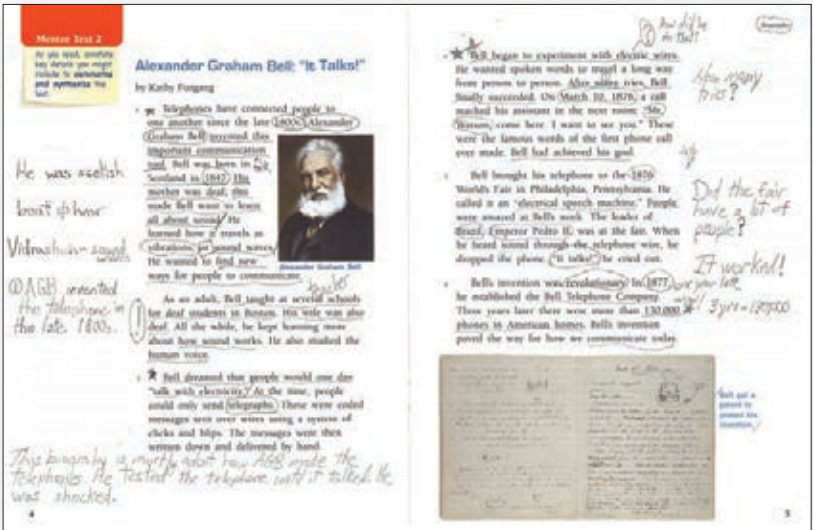
Featuring • FLORIDA • BOOK • LIST • TITLES

Texts for Close Reading,  
Grade 5

## Texts for Close Reading— Topic Text Sets for Grades 2–6

Texts for Close Reading are write-in, magazine-format student books that contain a multi-genre collection of short reads, extended reads, and poetry, all centered around a single topic.

Write-in texts offer teachers powerful **formative assessment opportunities** and give students ownership of their texts.



Students interact with complex text through annotation and use text evidence to support their responses.



Texts for Close Reading, Grade 5 Unit 4

## Poetry

Poetry is included in **every unit at each grade level**, with each poem additionally read by a celebrity in **Poetry Out Loud!**

Featuring • FLORIDA • BOOK • LIST • TITLES



# Knowledge-Building Topic Libraries

Multiple texts create opportunities for deeper knowledge-building.

## Texts That Are Worth Reading

- Builds background and deeper knowledge on the unit topic
- Engages students with a variety of texts that align to the unit topic
- Includes Text Evidence Questions for students to practice citing evidence



## Original Texts from Trade Book Authors

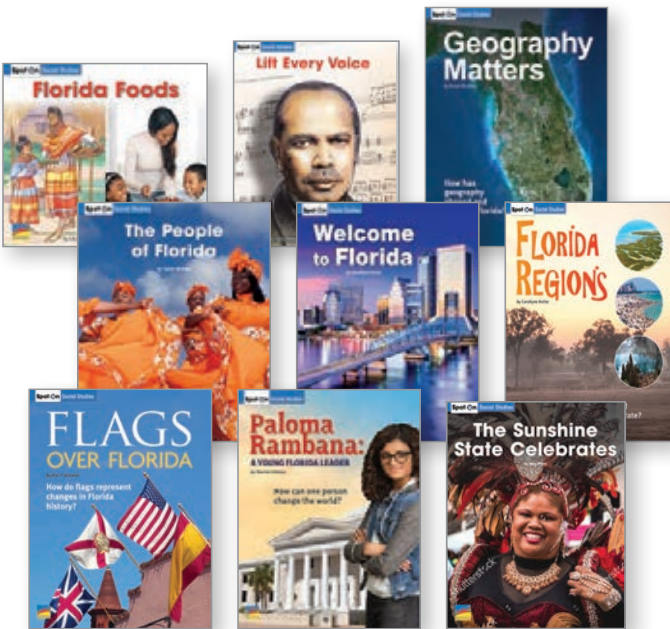
- Texts that engage students in a trade-book style
- Diverse voices represented in authorship, main characters, and illustrators
- Text Evidence Question Card for each title

Texts students want to read!



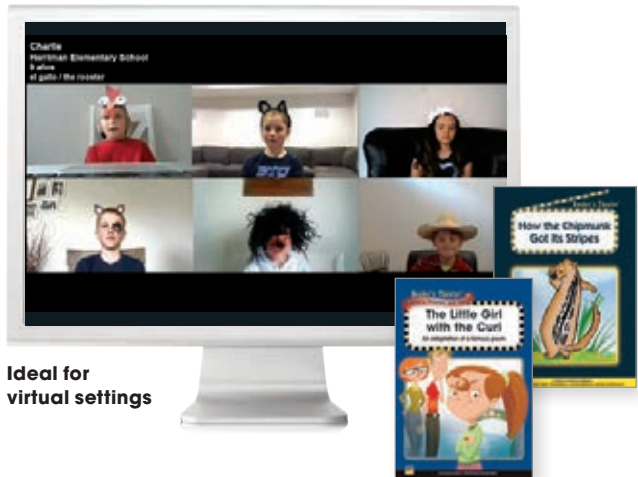
## Florida Civics and Social Studies Library

Exclusive library available that aligns to Florida social studies and civics literacy at every grade level.



## Reader's Theater

Build fluency and automaticity through interactivity. Two scripts for each unit expand the concept of the unit topic.



## Novel Study

Full novels are provided digitally for Grades 2–6, each with a Teacher's Guide and student support materials.





# Maximize Your Instructional Time

Pacing is purposeful and versatile—ensuring full lesson coverage and high student engagement.

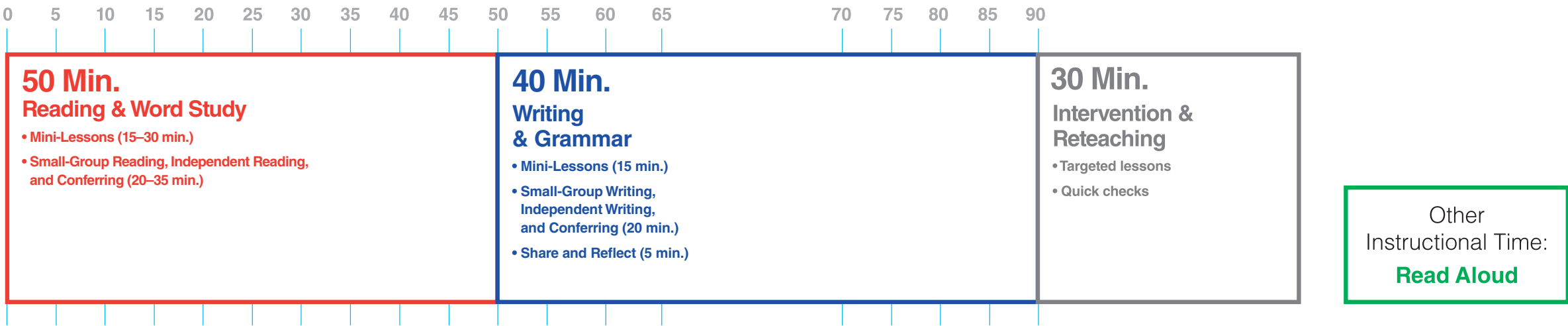
- Predictable routines and a built-in gradual release of responsibility enable students to understand and apply content knowledge.
- Suggested 90-, 120-, & 150-minute literacy blocks provide flexibility to accommodate your instructional time span.
- Distance learning pacing is available to target essential skills.



## Grade 1 Sample 90-Minute Literacy Block Pacing Guide



## Grade 4 Sample 90-Minute Literacy Block Pacing Guide





Grade

K

Digital & Print Components

 = digital only  
 = print only

Whole Group

Teacher's Resource System (TRS)

My Reading and Writing Student Books

Extended Read Big Books

Phonics Components

Decodable Readers and Lap Books

Phonics Resources

Read-Aloud

Foundations and Routines

Mentor Read-Alouds

Trade Book Collection

Poetry Out Loud!

Exploring the Arts

Media Literacy Handbook

Unit Videos

Sing, Swing, and Learn Unit Songs

Big Books of Shared Readings and Poetry

Think-Speak-Listen Bookmarks

Practice

Assessment

Handwriting Practice

Assessment Test-Taking and Reporting

Letter Card Sheets

Sound-Spelling Cards

Alphabet Frieze Cards

High-Frequency Word Card Sheets

Workmats

Articulation Videos

Multilingual Glossary

Picture Word Cards

ePocket Chart

Phonics and Letter Songs

Interactive Learning Games

Teacher resources are provided at a ratio of 1 per 18 students.

Blended/Hybrid Learning



Digital Platform

All components are available 24/7 from anywhere.

Distance Learning Activities

Daily practice specifically created for remote settings; includes caregiver resources.

Pre-Made Digital Lessons Plans

Customized, digital lesson presentations with built-in links to related content.

Home-School Connections

Take-home activity calendars by unit offer extended learning opportunities with families and caregivers.

Teacher's ePlanner

Organize and share lesson plans that include Florida standards coverage.

Assignments Portal

Manage, customize, deliver, and grade assignments all in one place.

Customizable Interactive E-Books

Annotate, highlight, adjust audio speed, embed videos, and more!

ePocket Chart (lesson-ready)

Drag-and-drop functionality for preloaded words, word parts, and images, plus customizable cards.

Reading Logs

Track students' reading progress and encourage text-related responses in Book Reviews.

Multimedia

Engaging videos introduce units, make phonics fun, and support writing.

eAssessments & Reports

eAssessments mirror FSA exams, and customizable reports inform instruction.

Intervention



Fluency  
Phonics and Word Recognition  
Phonological Awareness  
Print Concepts

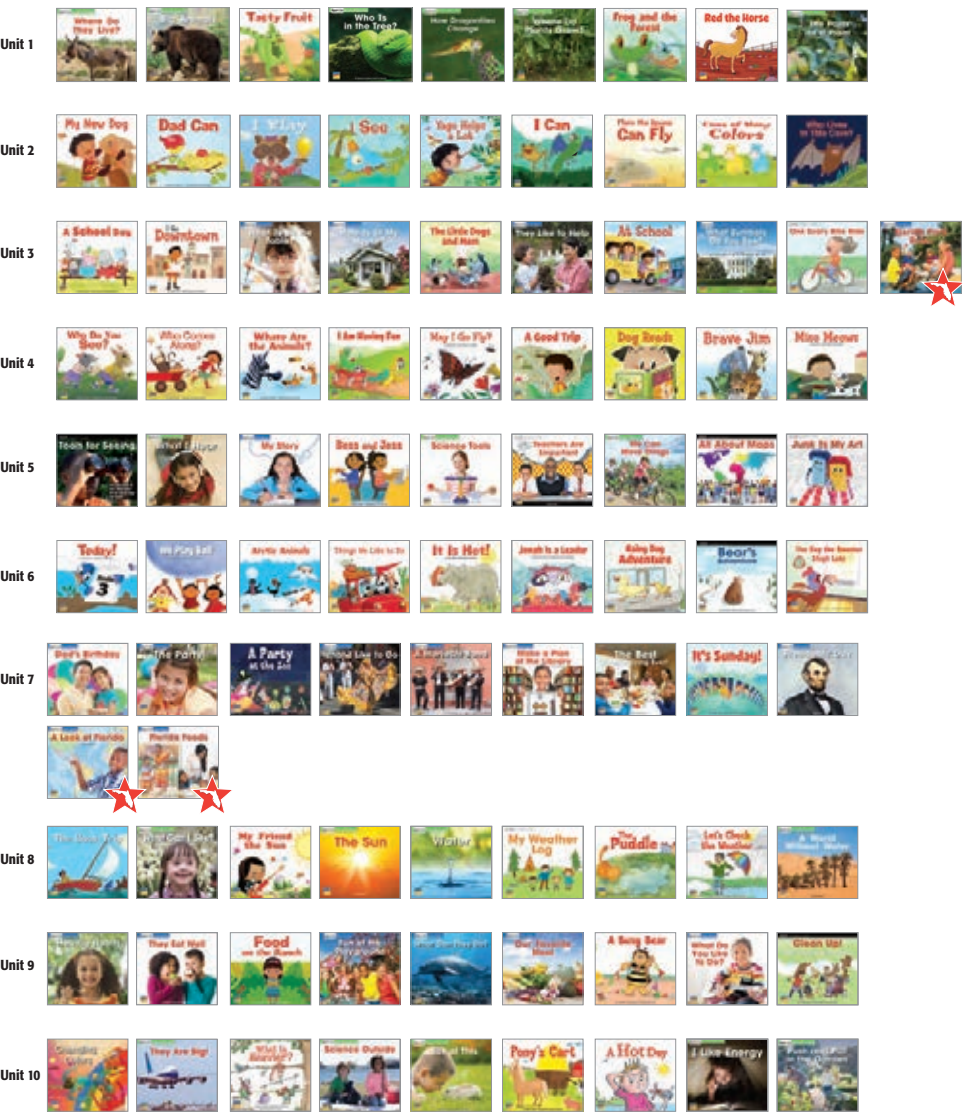


Fluency Quick Checks  
Phonics Quick Checks  
Phonological Awareness Quick Checks  
Concepts About Print Quick Checks  
Foundational Skills Screeners

Small Group

93 Small-Group Topic Text Sets (A–E)

Includes Florida-Specific Titles!



Responsive Teaching Tools



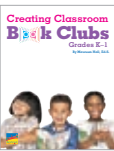
93 Teacher's Guides (1 per text)



93 Text Evidence Question Cards (1 per text)



Peer Coaching Menus  
Prompting Cards



Creating Classroom Book Clubs (K–1)

Reader's Theater





Grade 1 Digital & Print Components

= digital only  
= print only

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

Foundations and Routines

Going to the Beach Big Book

Our Family Stories Big Book

Mentor Read-Alouds

Vol. 1 Big Book Units 1-5

Vol. 2 Big Book Units 6-10

Trade Book Collection

Poetry Out Loud!

Exploring the Arts

Media Literacy Handbook

Unit Videos

Sing, Swing, and Learn Unit Songs

My Reading and Writing Student Books

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Big Books of Shared Readings and Poetry

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

Extended Read Big Books

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Phonics Components

Decodable Readers and Lap Books

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Phonics Resources

Letter Card Sheets

Sound-Spelling Cards

Alphabet Frieze Cards

High-Frequency Word Card Sheets

Workmats

Articulation Videos

Multilingual Glossary

Picture Word Cards

ePocket Chart

Phonics and Letter Songs

Interactive Learning Games

Practice

Grammar & Spelling Activity Book

Phonics & High-Frequency Word Activity Book

Handwriting Practice

Assessment

Informal Assessments

Interim Assessments

Weekly & Unit Assessments

eAssessment Test-Taking and Reporting

Teacher resources are provided at a ratio of 1 per 18 students.

Blended/Hybrid Learning



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Home-School Connections

Take-home activity calendars by unit offer extended learning opportunities with families and caregivers.

Teacher's ePlanner

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Assignments Portal

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ePocket Chart (lesson-ready)

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Reading Logs

Track students' reading progress and encourage text-related responses in Book Reviews.

Multimedia

Engaging videos introduce units, make phonics fun, and support writing.

eAssessments & Reports

eAssessments mirror FSA exams, and customizable reports inform instruction.

Intervention

Fluency

Phonics and Word Recognition

Phonological Awareness

Print Concepts

Fluency Quick Checks

Phonics Quick Checks

Phonological Awareness Quick Checks

Concepts About Print Quick Checks

Foundational Skills Screeners

Small Group

123 Small-Group Topic Text Sets (C-K)

Includes Florida-Specific Titles!

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Responsive Teaching Tools

123 Teacher's Guides (1 per text)

123 Text Evidence Question Cards (1 per text)

Peer Coaching Menus

Prompting Cards

Creating Classroom Book Clubs (K-1)

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



Grade 2 Digital & Print Components

📖 = digital only  
📄 = print only

Whole Group

Teacher’s Resource System (TRS)



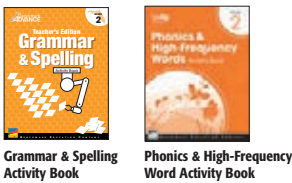
Texts for Close Reading



Assessment



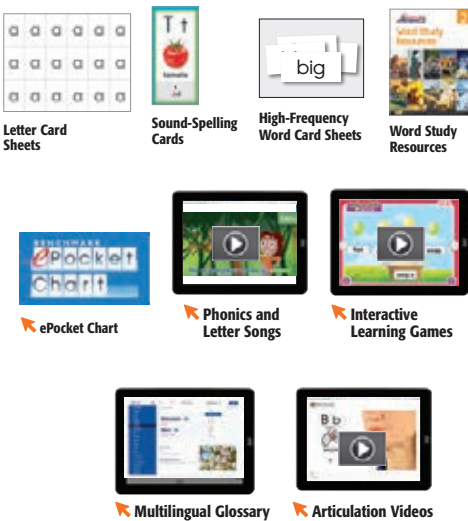
Practice



Intervention and Reteaching



Phonics and Word Study Resources



Blended/Hybrid Learning



Digital Platform

All components are available 24/7 from anywhere.

Distance Learning Activities

Daily practice specifically created for remote settings; includes caregiver resources.

Pre-Made Digital Lessons Plans

Customized, digital lesson presentations with built-in links to related content.

Home-School Connections

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Teacher’s ePlanner

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Multimedia

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eAssessments & Reports

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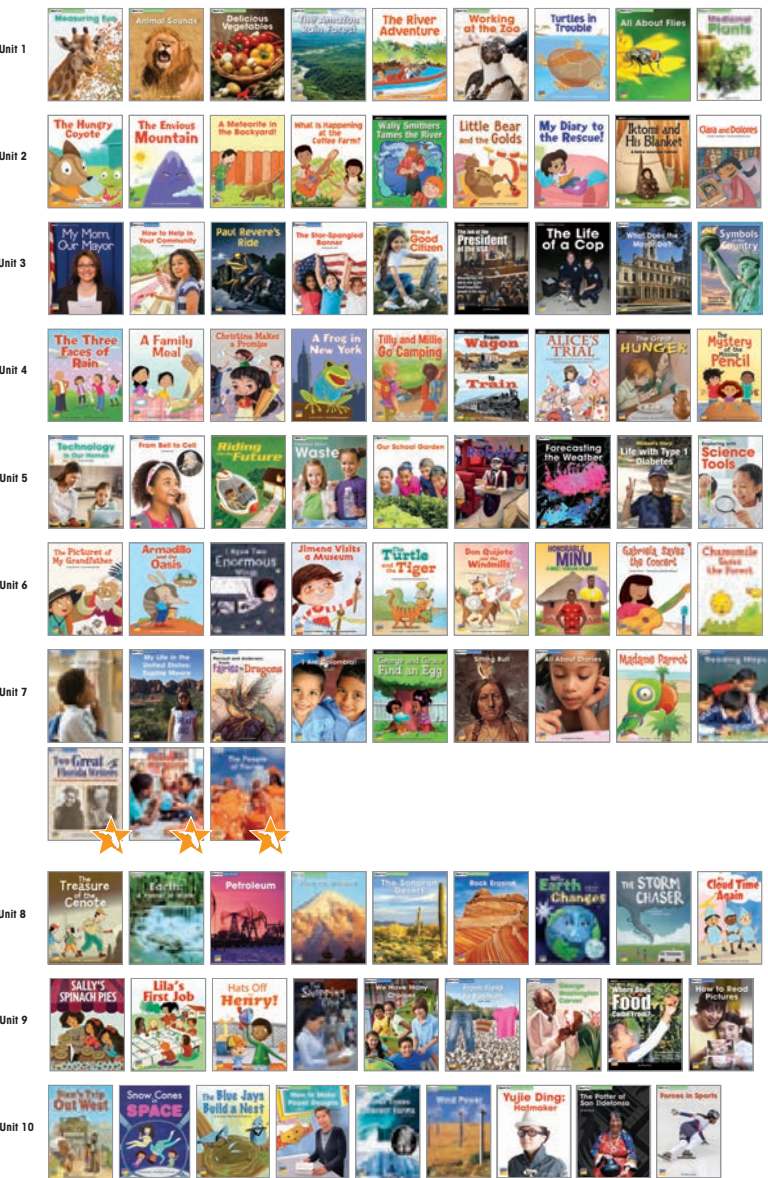
Writer’s Universe

Collaborative digital writing tool for students to plan, draft, and revise their work.

Small Group

93 Small-Group Topic Text Sets (H–N)

Includes Florida-Specific Titles!



Novel Study



93 Teacher’s Guides (1 per text)

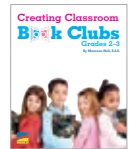


93 Text Evidence Question Cards (1 per text)

Responsive Teaching Tools

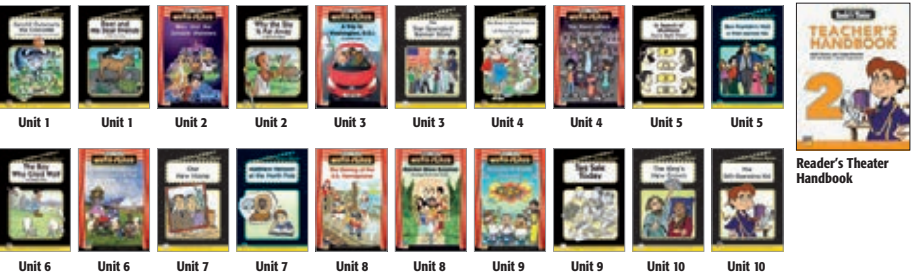


Peer Coaching Menus and Prompting Cards



Creating Classroom Book Clubs (2–3)

Reader’s Theater







Grade

3

Digital & Print Components

 = digital only  
 = print only

Whole Group

Teacher’s Resource System (TRS)



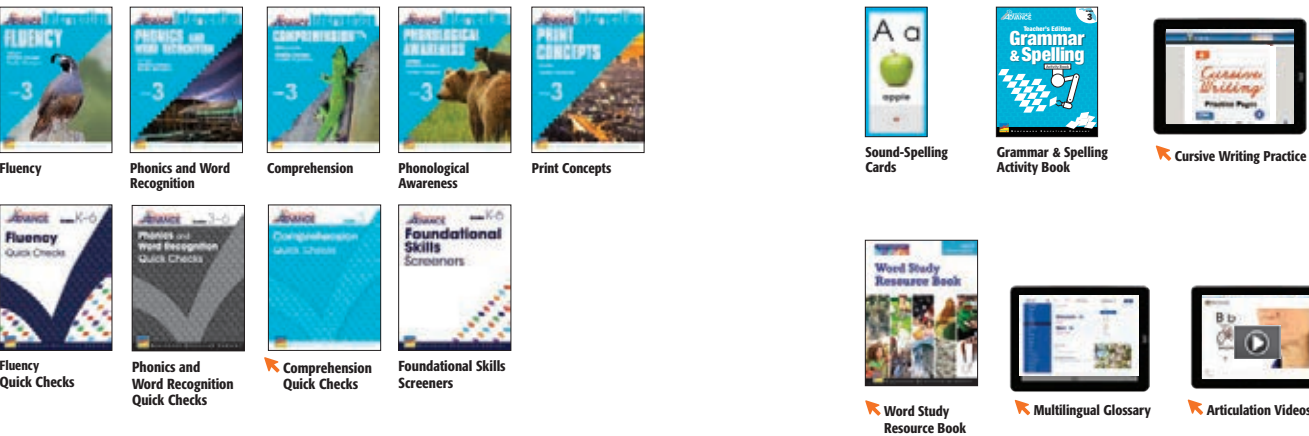
Texts for Close Reading



Assessment



Intervention and Reteaching



Read-Aloud



Poetry  
Out Loud!



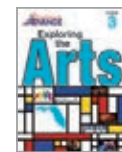
Trade Book  
Collection



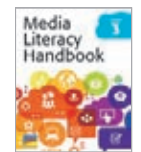
Think-Speak-Listen  
Flip Book



Exploring  
the Arts



Media Literacy  
Handbook



ePocket Chart



Unit Videos



Blended/Hybrid Learning



Digital Platform

All components are available 24/7 from anywhere.

Distance Learning Activities

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Pre-Made Digital Lessons Plans

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Home-School Connections

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Reading Logs

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Multimedia

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eAssessments & Reports

eAssessments mirror FSA exams, and customizable reports inform instruction.

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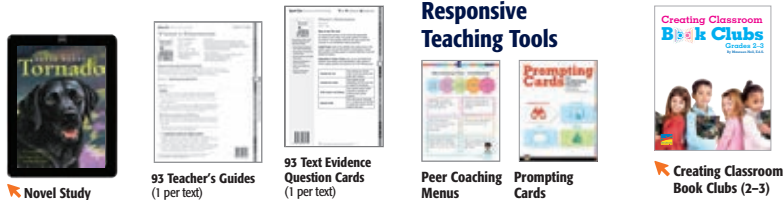
Small Group

93 Small-Group Topic Text Sets (K–Q)

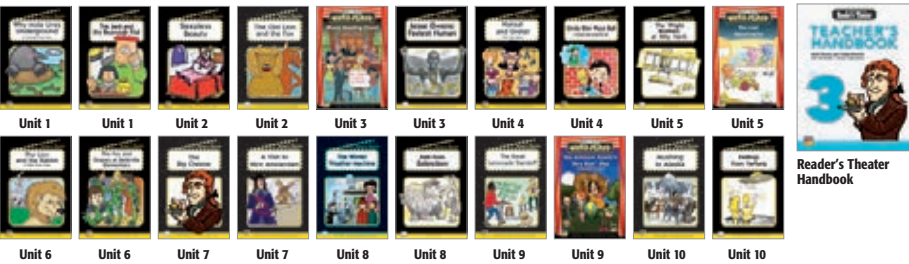
Includes  
Florida-Specific  
Titles!



Responsive  
Teaching Tools



Reader’s Theater







Grade

4

Digital & Print Components

 = digital only

 = print only

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

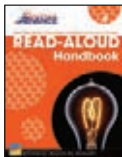


TRS Vol. 4  
Units 7 & 8



TRS Vol. 5  
Units 9 & 10

Read-Aloud



Read-Aloud  
Handbook

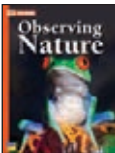
Trade Book  
Collection




Poetry  
Out Loud!




Texts for Close Reading




Unit 1




Unit 2




Unit 3



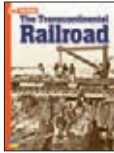
Unit 4




Unit 5




Unit 6



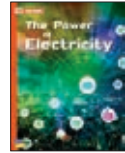
Unit 7



Unit 8



Unit 9

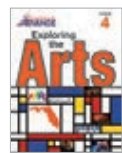


Unit 10

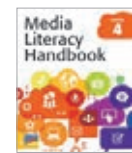
Think-Speak-Listen  
Flip Book



Exploring  
the Arts



Media Literacy  
Handbook



ePocket Chart



Unit Videos



Assessment



Weekly & Unit  
Assessments



Interim Assessments  
and Performance  
Tasks




Informal  
Assessments




eAssessment Test-Taking  
and Reporting


Intervention and Reteaching




Fluency



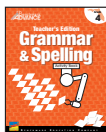
Phonics and Word  
Recognition




Comprehension




Sound-Spelling  
Cards




Grammar & Spelling  
Activity Book




Cursive Writing Practice




Fluency  
Quick Checks



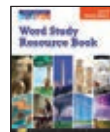
Phonics and  
Word Recognition  
Quick Checks




Comprehension  
Quick Checks




Foundational Skills  
Screeners



Word Study  
Resource Book



Multilingual Glossary



Articulation Videos

Blended/Hybrid Learning



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eAssessments & Reports

eAssessments mirror FSA exams, and customizable reports inform instruction.

Writer’s Universe

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Small Group

100 Small-Group Topic Text Sets (O–T)

Includes  
Florida-Specific  
Titles!



Unit 1



Unit 2




Unit 3



Unit 4




Unit 5




Unit 6



Unit 7



Unit 8



Unit 9



Unit 10



Responsive  
Teaching Tools



Peer Coaching  
Menus



Prompting  
Cards

Creating Classroom  
Book Clubs (4–6)



Novel Study



100 Teacher’s Guides  
(1 per text)



100 Text Evidence  
Question Cards  
(1 per text)



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




Grade

5

Digital & Print Components

 = digital only

 = print only

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  
Handbook

 Trade Book  
Collection




 Poetry  
Out Loud!




Texts for Close Reading




Unit 1



Unit 2




Unit 3




Unit 4




Unit 5



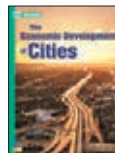
Unit 6




Unit 7



Unit 8



Unit 9




Unit 10

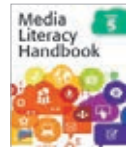
Think-Speak-Listen  
Flip Book



 Exploring  
the Arts



 Media Literacy  
Handbook



 ePocket Chart



 Unit Videos



Assessment



Weekly & Unit  
Assessments



Interim Assessments  
and Performance  
Tasks




Informal  
Assessments




eAssessment Test-Taking  
and Reporting


Intervention and Reteaching




Fluency



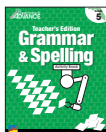
Phonics and Word  
Recognition




Comprehension




Sound-Spelling  
Cards




Grammar & Spelling  
Activity Book




Cursive Writing Practice




Fluency  
Quick Checks



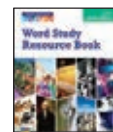
Phonics and  
Word Recognition  
Quick Checks




Comprehension  
Quick Checks




Foundational Skills  
Screeners



Word Study  
Resource Book



Multilingual Glossary



Articulation Videos

Blended/Hybrid Learning



Digital Platform

All components are available 24/7 from anywhere.

Distance Learning Activities

Daily practice specifically created for remote settings; includes caregiver resources.

Pre-Made Digital Lessons Plans

Customized, digital lesson presentations with built-in links to related content.

Home-School Connections

Take-home activity calendars by unit offer extended learning opportunities with families and caregivers.

Teacher’s ePlanner

Organize and share lesson plans that include Florida standards coverage.

Assignments Portal

Manage, customize, deliver, and grade assignments all in one place.

Customizable Interactive E-Books

Annotate, highlight, adjust audio speed, embed videos, and more!

ePocket Chart (lesson-ready)

Drag-and-drop functionality for preloaded words, word parts, and images, plus customizable cards.

Reading Logs

Track students’ reading progress and encourage text-related responses in Book Reviews.

Multimedia

Engaging videos introduce units, make phonics fun, and support writing.

eAssessments & Reports

eAssessments mirror FSA exams, and customizable reports inform instruction.

Writer’s Universe









Collaborative digital writing tool for students to plan, draft, and revise their work.

Small Group









83 Small-Group Topic Text Sets (R–W)

Includes  
Florida-Specific  
Titles!










Unit 1











Unit 2











Unit 3







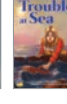



Unit 4









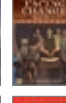

Unit 5










Unit 6



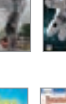

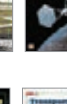
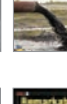
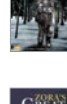
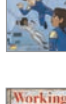
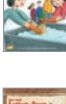
Unit 7



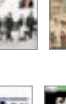
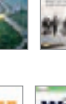
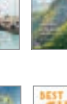
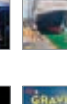
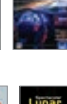
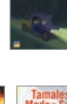
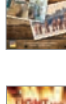
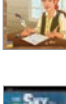
Unit 8




Unit 9




Unit 10




83 Teacher's Guides  
(1 per text)




83 Text Evidence  
Question Cards  
(1 per text)




Peer Coaching  
Menus




Prompting  
Cards



Creating Classroom  
Book Clubs (4–6)



Novel Study



Reader’s Theater

Unit 1



Unit 6



Reader's Theater  
Handbook





Grade 6 Digital & Print Components

🔗 = digital only  
📄 = print only

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

Poetry Out Loud!

Read-Aloud Handbook

Poetry Out Loud!

Texts for Close Reading

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Think-Speak-Listen Flip Book

Media Literacy Handbook

Assessment

Weekly & Unit Assessments

Interim Assessments and Performance Tasks

Informal Assessments

eAssessment Test-Taking and Reporting

Intervention and Reteaching

Fluency

Phonics and Word Recognition

Comprehension

Fluency Quick Checks

Phonics and Word Recognition Quick Checks

Comprehension Quick Checks

Foundational Skills Screeners

Sound-Spelling Cards

Cursive Writing Practice

Multilingual Glossary

Articulation Videos

Teacher resources are provided at a ratio of 1 per 18 students.

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Blended/Hybrid Learning

**Digital Platform**  
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**Writer's Universe**  
Collaborative digital writing tool for students to plan, draft, and revise their work.

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Small Group

60 Small-Group Topic Text Sets (S-Z)

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Responsive Teaching Tools

Peer Coaching Menus

Prompting Cards

Creating Classroom Book Clubs (4-6)

Novel Study

60 Teacher's Guides (1 per text)

60 Text Evidence Question Cards (1 per text)

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

Grade-Level Components: Digital & Print

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