Overview of Benchmark Advance

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# Agenda

- Developing literacy routines
- Key principles
- Close reading of complex text
- Writing
- Word study
- Differentiation
- Parent Resources
- Benchmark Universe Online Platform



### Instructional Shifts

Benchmark Advance resources were built to support the College and Career Ready Standards for Literacy.

Key instructional shifts are:

- Regular practice with grade level, complex text
- Using text evidence in reading, writing, listening and speaking
- Building content knowledge
- Oral Language Comprehension

# Building Routines

Each grade will begin the school year with Review and Routines

(15-20 days)

### Grade 3 Review and Routines

#### Day 1

Establishing Routines Sample Reader's Workshop Chart

Day 2

Read-Aloud and Book Discussion Sample Active Listener Anchor Chart

#### Day 3

Read-Aloud and Book Discussion Author's Purpose Chart Word Work: Final e Syllable Patterns Final e Chart Independent Reading Previewing a New Book Anchor Chart

#### Day 4

Establishing Routines Respectful Conversations Read-Aloud and Book Discussion Author's Purpose Anchor Chart Word Work: Long a Syllable Patterns Long a Vowel Chart

#### Day 5

Read-Aloud and Book Discussion Author's Purpose Anchor Chart Word Work: Long o Syllable Patterns Long o Vowel Chart Writing to Sources Persuasive Writing Topic Chart

#### Day 6

Read-Aloud and Book Discussion KWL Chart Word Work: Long e Syllable Patterns Long e Vowel Chart Independent Reading Sample Reading Workstation Chart

#### Day 7

Read-Aloud and Book Discussion KWL Chart Word Work: Long i Syllable Patterns Long i Vowel Chart Independent Writing Sample Writing Workstation Chart

#### Day 8

Establishing Routines Text-to-Text Connections Chart Word Work: Long u Syllable Patterns Long u Vowel Chart Independent Reading Sample Listening Workstation Chart

#### Day 9

Establishing Routines Connections Tracking Chart Word Work: r-Controlled /är/ and /ör/ Syllable Patterns r-Controlled Vowel Chart

#### Day 10

Establishing Routines T-Chart Word Work: r-Controlled /ür/ Syllable Patterns r-Controlled Vowel Chart Independent Writing Sample Computer Workstation Chart

#### Day 11

Word Work: Vowel Teams /oi/ and /ou/ Syllable Patterns Vowel Team Chart Independent Writing Rotation Chart

#### Day 12

Word Work: Vowel Teams /oo/ and /oo/ Syllable Patterns Vowel Team Chart Independent Reading Partner Predictions Chart

#### Day 13

Word Work: Vowel Teams /ô/ Syllable Patterns Vowel Team Chart

#### Day 14 Read-Aloud and Book Discussion Annotations Chart

The Review and Routine Section of the Benchmark Curriculum:

- Bridge ideas learned previously to the new school year
  - Establishing Routines
  - Read Aloud and Book Discussions
  - Word Work
  - Independent Reading
  - Writing
  - Independent Writing
- Help students build stamina
- Foster independent reading and thinking

Review and Routines Provide Practice with Collaborative Conversations

- Address Speaking and Listening Standards
- Partner Turn & Talk
- Accountable Talk & Active Listening
- Group Roles-Book Discussions
  - Discussion Facilitator
  - Scribe
  - Timekeeper
  - Encourager
  - Summarizer
  - Presenter
- Discussion Prompts

Lots of Anchor Charts! Additional Skills Addressed during Review and Routines

### Word Study

- K: Letter formation
- K-1: Phonological Awareness
- 1-2: Phonics patterns
- 3-5: Syllable patterns, vowel teams, suffixes, etc.
- Using Chromebooks- 1:1 Technology
- Transitions and Working in Small Groups
- Shared Reading/Interactive Read-Alouds



# Key Principles of Benchmark Advance





### Vertically Aligned Standards

6	Theme	Stories Reve a Mesage	Room Looch Room Looch Rooch Rooch Room Looch Rooch Rooch Rooch Rooch Rooch Rooch Rooch R	Tales to Live By	Making Decisions	Confronting Challenges	Up Against
7	History and Culture	Holidovs er Colobration Colobration Colob	Post, Present, or Future	Investigating Past	Communities Then and Now	Developing a Nation	CONFLICTS THE SHAPPON MICE
8	Earth Science	Weather and Seasons	Character are a constrained of the second seco	Change Earth	Weather or Climate	Earth Changes	Fort and Fiction
9	Economics	Wetting dar. Needs wer Wants Wart wer wer Wart wer wer wer Wart wer wer wer wer Wart wer	He tay Goods existences The tay for the tay of tay	Buyers atSeller	Spending: Time and Money	Resources and Their Impact	Economic Development "Cities"
10	Physical Science	Forces Motion	Destroy Sound out Ught	States of Matter	FORCES no Interactions	Power- Electricity	Matter

Backward-Mapped Design

### Three-week units built around content topics

### **Teaching for Transfer**

Week 1:

Teachers model and guide with "short reads."

Weeks 2-3:

Students build knowledge and apply their learning with "extended reads."

### Mastery over Time

- Skills repeat across the year
- Content spirals across the grades
- Focus on mastery by the end of the year, not after each lesson

Close Reading of Complex Text-Interacting with the Text

### Close Reading in Benchmark Advance

### **Crow Learns a Lesson**



Topic 6: Stories Have a Message

In grades K-1, shared reading allows students to interact with texts as a first step toward close reading and annotation.

Crow found a piece of cheese and flew up to a tree to eat it. Fox saw her and had a plan.

"You have such a wonderful voice!" he said. "Please sing for me!" So Crow sang and the cheese fell down! Then Fox ran away with the cheese.



### Short Read 2 Remember to annotate as you read.

### The San Francisco Earthquake, 1906: An Eyewitness Account

#### by Emma Burke

At 512 am on April 18, 1906, residents of San Franciszo, California, were jolted out of their beds by the first shock of a violent earthquake. More than a century later, this quake still ranks as one of the most significant geological events of all time. Emma M. Burke, who lived on Waller Street near Golden Gate Park at the time of the carthquake, published this account of her experiences that fateful day.

1 No one can comprehend the calamity to San Francisco in its entirety. The individual experience can probably give the general public the clearest idea. I was one of the fortunate ones, for neither personal injury nor death visited my household. But what I saw and felt I will try to give to you.

In grades 2-5, students annotate each text and take notes in the margins as they read closely to answer questions and gather evidence.

Sacramento Street in San Francisco during the

1906 earthquake



### Annotation Symbols

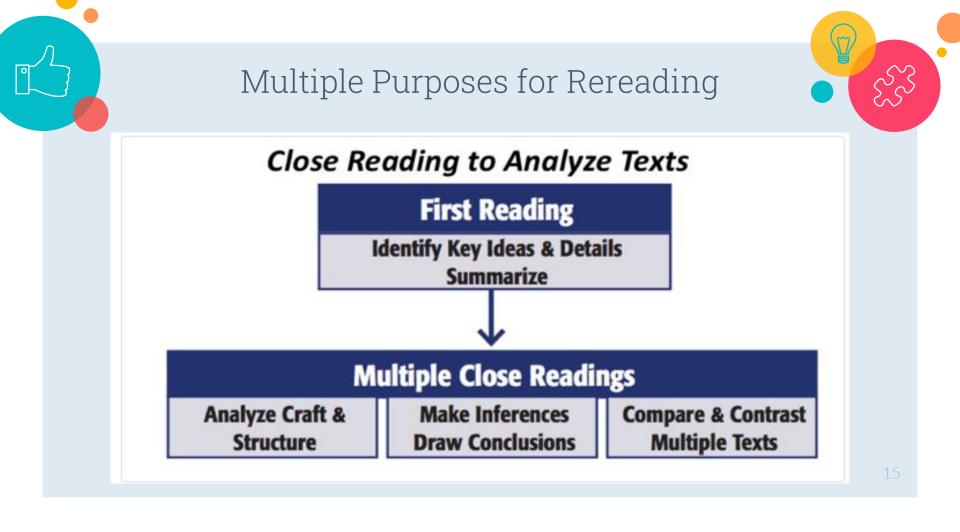


### **Tips for Text Annotation**

As you read closely for different purposes, remember to annotate the text. Use the symbols below. Add new symbols in the spaces provided.

Symbol	Purpose
underline	Identify a key detail.
A	Star an important idea in the margin.
123	Mark a sequence of events.
magma	Circle a key word or phrase.
?	Mark a question you have about information in the text. Write your question in the margin.
!	Indicate an idea in the text you find interesting. Comment on this idea in the margin.

Notes	The Gold Rush
	16 The migration on the Oregon Trail became
	an annual event. Thousands of emigrants began
	to join the wagon trains heading West. Then in
	1848, gold was discovered in California. The Qure
	of rich farmlands now changed to fields of gold.
That's a lot	By 1850, more than fifty thousand people traveled
of people!	the Oregon Trail West. Instead of turning toward
	Oregon near the end of the trail, many turned
Who was the first	to California. They hoped to find their fortune
person to discover gold?	mining or panning for gold instead of farming.





Writing to Sources-Process Consistently Taught Across the Grades

- Writing mini-lessons: explicit teaching and modeling
- Focus on using text evidence to support an idea or opinion
- Students write informational, opinion, and narrative texts based on one or more sources
- Builds up to extended research and process writing
- Conventions of language lessons



### Writing Plan for the Year (per grade level)

#### Grade 1 Writing Plan for the Year

The Benchmark Advance units support writing in response to reading, writing to sources, and process writing. The chart below shows the writing focus in each unit of Grade 1.

Unit	Торіс	Week 1	Week 2	Week 3
1	Government and Citizenship	Daily Writing to Sources (Narrative, Informative, and Opinion Ta		Tasks)
2	Character	Daily Writing to Sources		<u>5-Day Process Writing:</u> Opinion
3	Life Science	Daily Writing to Sources		<u>5-Day Process Writing:</u> Infor- mative/Explanatory
4	Point of View	Daily Writing to Sources		5-Day Process Writing: Narra- tive
5	Technology and Society	Daily Writing to Sources		<u>5-Day Process Writing:</u> Opinion
6	Theme	Daily Writing to Sources		<u>cess Writing:</u> Narratives
7	History and Culture	Daily Writing to Sources	<u>10-Day Research and Process Writing:</u> Informative Texts	
8	Earth Science	Daily Writing to Sources		and Process Writing: inion
9	Economics	15-Day Research and Process Writing: Informative Texts		mative Texts
10	Physical Science	2-Week Poetry Process Writing: Sensory Word Poems (Week 1); Acrostics (Week 2)		Reflection Week

#### Grade 4 Writing Plan for the Year

The Benchmark Advance units support writing in response to reading, writing to sources, and process writing. The chart below shows the writing focus in each unit of Grade 4.

Unit	Topic	Week 1	Week 2	Week 3	
1	Government and Citizenship	<u>Narrative Writing to</u> <u>Sources:</u> Personal Letter	Performance Task Ir	nstruction: Narrative	
2	Character	3-Week Narrative Process Writing: Fairy Tale			
3	Life Science	Informative/Explanatory Writing to Sources: Brief Informative Essays (preparation for multimedia and print performance task)			
4	Point of View	Opinion Writing to Sou	Opinion Writing to Sources: Opinion Essay (response to multiple texts)		
5	Technology and Society	<u>3-Week Opinion Process Writing:</u> Opinion Essay (on a topic related to technology and science) (includes research mini-lessons)			
6	Theme	Narrative Writing to Sources: Narrative Journal Entries			
7	History and Culture	Informative/Explanatory Writing to Sources: Informative Report (based on multiple texts)			
8	Earth Science	3-Week Informative/Explanatory Process Writing: Informative/Explanatory Essay			
9	Economics	Multimedia Presentation			
10	Physical Science	2-Week Poetry Process	Writing: Cinquain	Reflection Week	

Every BM Advance unit in every grade support writing in response to reading, writing to sources, and process writing.

# Foundational Skills/ Word Study

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Literacy Foundations for Reading Complex Text

Foundational Skill	Instruction
Print Concepts	-Shared reading of engaging rhymes, poems, stories, and short informational texts (K–1) -Shared writing experiences (K–1) -Small-Group reading (K–1) -Intervention lessons (K–3)
Phonological Awareness	<ul> <li>Explicit, systematic phonological and phonemic awareness instruction (K-1)</li> <li>Reinforcement through shared reading experiences (K-1)</li> <li>Intervention lessons (K-3)</li> </ul>
Phonics and Word Recognition	-Explicit, systematic phonics and high-frequency-word instruction (K-2) -Explicit word study lessons (3–6) -Intervention lessons (K–6)
Fluency	-Fluency modeling and practice through shared reading (K-2) -Decodable reading practice to build automaticity (K-2) -Modeling of fluency reading through read-alouds (K-6) -Fluency modeling and practice through reader's theater (K-6) -Independent fluency practice with audio-highlighted interactive e-readers (K-6) -Small-Group reading (K-6) -Intervention lessons (K-6)

### Phonics/ Vocabulary

Students K-6 work with phonics and vocabulary.

Explicit teaching of academic vocabulary builds content knowledge

Learning to use context clues allows students to derive their own meaning

<u>Ordde o'r rionie</u>	<u>5 5 Kill5</u>	
		Short Vowels
	1	

Grade 3 Phonics Skills

	1	Short Vowels	cc pl
1. Government for the People	2	Long a (VCe, ai, ay, a)	fa bo
	3	Long o (VCe, oa, ow, o) and Long u (VCe, ue, ew, u)	ar ot
	1	Long e (VCe, ea, ee, ey, y, ie, e)	ho
2. Ways Characters Shape Stories	2	Long i (i_e, igh, y, ie, i)	cr pr
	3	Compound Words	fir m ur
	1	r-controlled Vowels (/är/, /ôr/)	sh
3. Animal Adaptations	2	r-Controlled Vowels (-er, -ir, -ur)	ca de
	3	Closed Syllable Pattern	bl m su
	1	Open Syllable Pattern	ag
4. Comparing Points of View	2	Consonant -le Syllable Pattern	at pu
	3	Vowel Team Syllable Pattern	be sp

### Grade 4 Phonics Skills

### Grade 5 Phonics Skills

Unit	Week	Phonics/Word Study and Vocabulary	
	1	Long a (VCe, ai, ay, ei, ea) and Short a	1
1. Government in Action	2	Long e (VCe, ea, ee, ey, y, ie, e) and Short e	ļ
	3	Long o (VCe, oa, ow, oe, o) and Short o	1
	1	Long i (VCe, igh, y, ie, i) and Short i	1
2. Characters' Actions and Reactions	2	Long <b>u (VCe, ue, ew, u)</b> and Short <b>u</b>	
	3	Closed Syllable Patterns	
	1	Open Syllable Patterns	
3. Observing Nature	2	Vowel Team Syllable Patterns	
	3	Vowel-r Syllable Patterns	
	1	Compound Words	

Unit	Week	Phonics/Word Study and Vocabulary
	1	Short Vowels a, e, ea, i, o, u
1. The U.S. Constitution: Then and Now	2	Long Vowels
	3	r-Controlled Vowels er, ir, ur (er, ear, ere, ir, ur, ure)
2. Developing Characters' Relationships	1	r-Controlled Vowels /âr/, /ăr/, /ôr/ (air, are; ar; or, our, ore)
	2	Closed Syllable Pattern
	3	Open Syllable Pattern
	1	Vowel-r Syllable Pattern
3. Cultivating Natural Resources	2	Vowel Team Syllable Pattern
	3	Consonant-le Syllable Pattern
	1	Vowel-Consonant-e Syllable Pattern
4. Recognizing Author's Point of View	2	Homographs
	3	Variant Vowels /00/ and /00 / (00, ew, ould, ull)
	-	Noun Suffixes (-ology -anter.

### Phonics/ Vocabulary

Students also work with words that practice the phonics patterns for the week. Foundational Grades on the report card come from this part of the weekly Benchmark lessons.

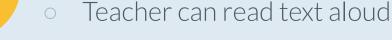


### English Learners

Integrated English Language Development in every lesson

- Light support
- Moderate support
- Substantial support
- Separate ELD lessons designed for English learners with the grade level text
- "Amplified" texts provide picture support
- Sound-Spelling Cards and videos
- Think-Speak-Listen Flip Book

### Striving Readers



- Students read with partners
- All texts are online on Benchmark Universe with text-to-speech available
- "Amplified" texts scaffold the grade level complex text
- Small group instruction with texts on students' reading levels
- Intervention programs for foundational skills and comprehension

Benchmark Advance Enrichment

EQ: How do our actions influence our lives?

- Challenge activities built into many lessons
- Literature circles
- Small group instruction with texts on students' instructional reading levels
- Inquiry Projects in each unit (ex. Gr. 3, Unit 2)
  - Write and record a Reader's Theater based on a Native American myth
  - Create a public service announcement encouraging people to save water
  - Research the Gold Rush and publish an 1849 newspaper

Novel Studies-Benchmark Advance Enrichment

#### Grade 2:

- **Bad Kitty** for President by Nick Bruel,
- Freedom in Congo Square by Carole Boston Weatherford,
- Lola Levine is Not Mean! by Monica Brown, The Amazing Life of Azaleah Lane

by Nikki Shannon Smith **Novel Studies:** Several novel studies have been developed by Montgomery County Public Schools for advanced readers in grades 2-5.

- The novel studies are for small group instruction to provide in-depth learning experiences that support literacy growth for students reading beyond their grade level.
- The novels and instruction have gone through a rigorous review of several departments within Montgomery County Public Schools and focus on diverse and inclusive characters and authors by highly respected and award-winning authors.
- Danny Dollar Millionaire
   Extraordinaire -

Grade 3:

• The Lemonade Escapade by Ty Allan Jackson,

Grade 4:

Finding Langston by

Lesa Cline-Ransome.

Song for a Whale by

Stef Soto, Taco Queen

by Jennifer Torres,

The Night Diary by

Veera Hiranandani

Lynne Kelly,

- How Tia Lola Came to Visit by Julia Alvarez,
- What Color Is My World?: The Lost History of African-American Inventors by Kareem Abdul-Jabbar,
  - *Where the Mountain Meets the Moon* by Grace Lin

### Grade 5:

- Counting By 7s by Holly Goldberg Sloan,
- Stella by Starlight by Sharon Draper,
- Turning 15 on the Road to Freedom by Lynda Blackmon Lowery,
  - Zane and the Hurricane by Rodman Philbrick



Who Participates in BMA Enrichment?

- Any Student demonstrating a need for enriched and accelerated instruction.
- Students with Performance data indicating potential for more complex learning experiences.
- Students exhibiting motivation, readiness, and interest in challenging topics of study.
- At PBES, all students are exposed to the Inquiry Projects both in class and in the Media Center for each unit. Students complete the work based on their interest level and ability.

### Where Can I Find More Information?

ACCELERATED AND ENRICHED INSTRUCTION

Accelerated and Enriched Instruction Home

Policy and Processes

Awards and Recognition

Twice Exceptional

Elementary School

Middle School

High School

Accelerated and Enriched Instruction → Elementary Programs

# ACCELERATED AND ENRICHED PROGRAMS IN ELEMENTARY SCHOOL

### Opportunities for Advanced Learners at All Schools

Students whose motivation, outstanding talent, performance, or potential for performing at high levels of accomplishment receive accelerated and enriched instruction at their local school. Each school has instruction tailored for students identified as gifted and talented through the GT identification process.

For more information, see:

- Literacy K-5: Benchmark Advance with Enrichment Parent Overview
- · Frequently Asked Questions

#### **Enhanced** Programs

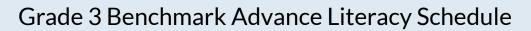
### Enriched Literacy Curriculum

Advanced reading and writing curriculum for grades 4 and 5 in selected schools.

### **Centers for Enriched Studies**

Nine regional and four local centers for upper elementary grades (4th and 5th) located throughout the county. Students are selected for the program following a centralized selection process.

### Sample Daily Schedule



Interactive Read Aloud (10 min) Reading Mini Lesson Whole Group (15 min) Small Group #1 (15-20 min) 2nd Reading or Word Study Mini Lesson Whole Group (15 min) Small Group #2 (15-20 min) Small Group #3 (15-20 min) Writing Mini Lesson (15 min) Independent Writing (20 min)



### Assessment/ Grading

### Benchmark Advance Assessments

- Four Interim Assessments required by MCPS
- Unit assessments required by the school
- Weekly assessments optional
- Built-in formative assessments

### Grading

- All grade levels will now report Foundational Skills (word study)
- Not all measurement topics are assessed every quarter (varies by grade level)

Benchmark Universe- Online Platform

### **Benchmark Universe is accessed through Google Chrome**

- Student logs in with ID and password
- Select MCPS Resources in top left
- Select Benchmark Universe from the drop-down menu
- Select Sign in with Google

Benchmark	Sig	jn in		
Welcome	Username			
Montgomery County Public Schools	Password			
	System Check	Forgot Password?		
	Siq	gn in		
		or		
	G Sign	in with Google		
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### Student Dashboard



### Assignments

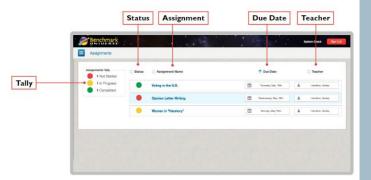
### 17. Navigate to and Launch Assignments

Clicking on the Assignments icon opens the page.

Students immediately see a tally that shows their progress on assignments. In the list, each assignment shows their completion status with color-coded dots.

Students can sort assignments alphabetically by title, completion status, due date, or assigning teacher.

To work on an assignment, students click on the assignment name and then on the open book icon from the Assignments Detail Dialog to launch the e-book.



Spiral Curriculum

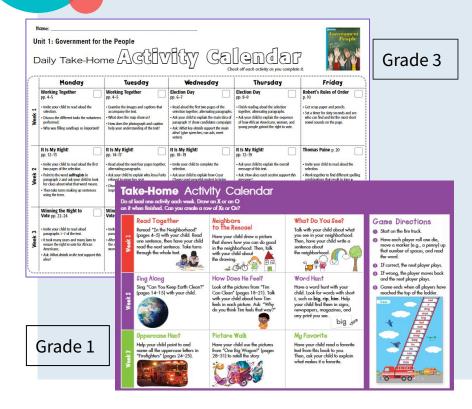
Mastery over \_\_\_\_ Time







## Home-School Connections Letter and Calendar 🥿



### **Dear Family Member.**

Welcome to our next unit of study, "Ways Characters Shape Stories,"

In this unit, we'll be reading folktales, myths, poems, and stories. We'll meet some well-known characters like King Midas and Paul

Bunyan, and we'll also get to know new o Ways Characters Shape Stories Snow White. As we read the selections, we at the characters, noticing how they are personality traits we can infer from their character motivations and discuss what c you'll even have some fun, too, as you work together! of their actions.

"Ways Characters Shape Stories" is an int will stimulate some lively discussions that at home. I look forward to working togeth Should you have any questions about our your child's progress, please don't hesita

Example from

Grade 3, Unit 2

#### In this unit, we read different kinds of fiction and think in

depth about the question "How do our actions influence our lives?" Here are some activities designed to continue the character and story analysis we've done in class and to build on the skills and concepts your child has learned. Hopefully

#### What a Character!

It's not just when we're reading books or watching movies that we find ourselves thinking about characters. Understanding the people we meet in fiction helps us understand the people we meet in our lives. So the next time you and your child are watching a movie. reading a book or interacting with someone. take a moment to talk about character traits and motivations

Vivid Verbs

Authors use active, vivid verbs to help make their stories come alive. In our current unit, we've learned a few new vocabularu words including the verbs stroll and mutter. Discuss the meaning of the words with your child. How is strall different from walk? How about mutter and sau? Tru to come up with other words for walk and say.

#### Summing Up!

Being able to identify and summarize key events is an important reading skill. Tru to help your child practice this skill when you are reading together or watching a TV program or movie. Ask your child which events in a story are the most important. Why?

Comprehension Connection



**Compound Words** 

by joining two seperate words with different meanings). To help your child with this skill, get 24 index cards and write one compound word on two cards (for example-"head" on one "first" on the next). Then shuffle the cards and take turns flipping them over. The first person to call out the compound word wins. Below is a list of compound words from the unit.

Word Study Connections

finelight mountainton Jakeside headfirst shopper buttercur

Many teachers use the Benchmark Resources to create their newsletters.

# Thanks! Any questions?