

The logo for Benchmark Advance features a graphic of a staircase with colorful steps (red, purple, orange, blue, green, grey) leading up to a red star. The word "Benchmark" is written in red, and "ADVANCE" is written in large, bold, blue letters. Below this, a dark blue banner contains the text "STEP UP TO LITERACY" in white capital letters. A small "TM" trademark symbol is located to the right of the banner.

Benchmark ADVANCE

STEP UP TO LITERACY™



BENCHMARK EDUCATION COMPANY





Standards Designed, *NOT* Standards Aligned



Instructional Design



Rigorous & Engaging
for College & Career Readiness



Supports ALL
Learners

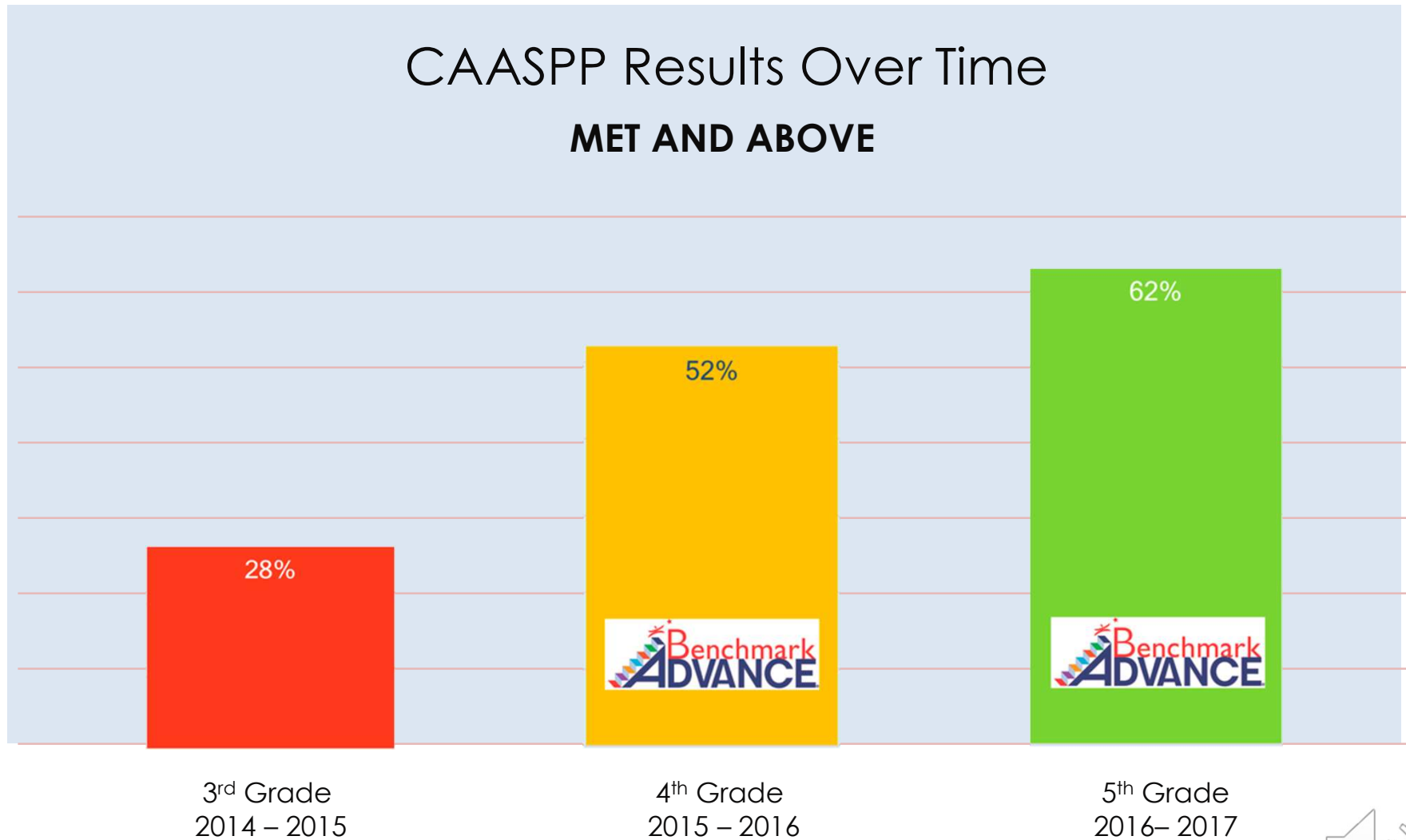


Flexible & Comprehensive
to Support Responsive Teaching

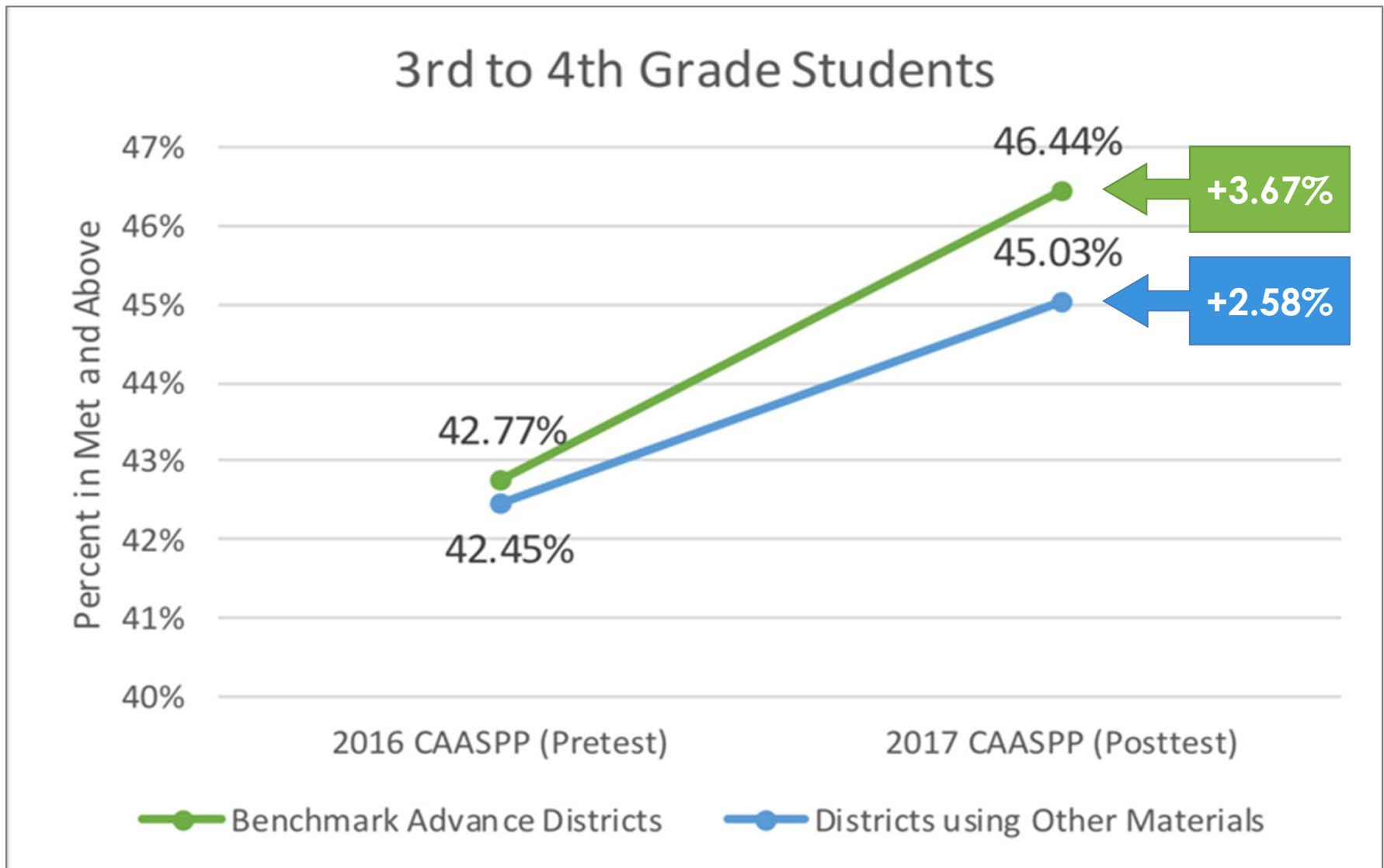


Change Over Time for Students Attending an Elementary School in Chula Vista

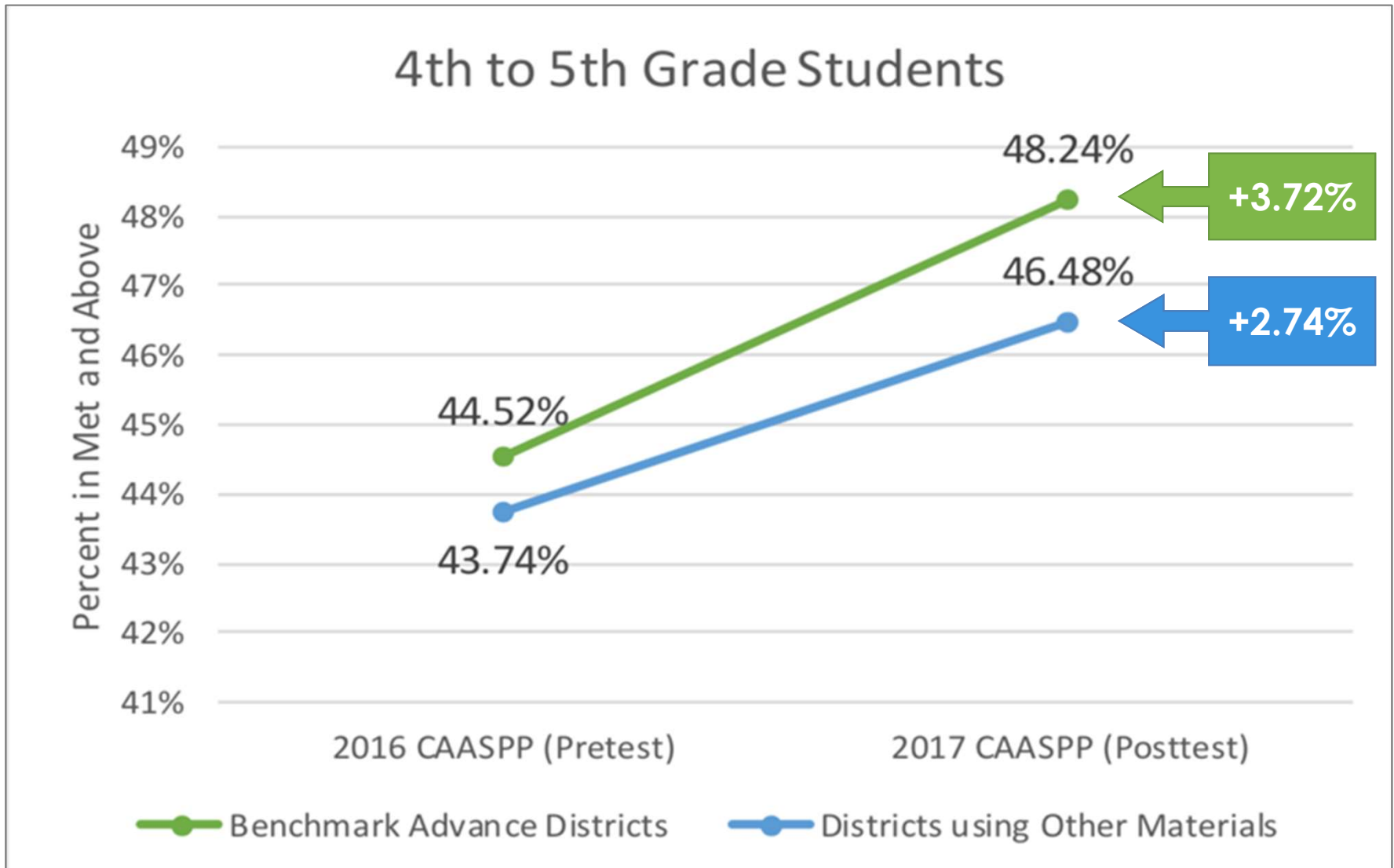
CAASPP Results Over Time MET AND ABOVE



CAASP Results: Advance vs Non-Advance Districts



CAASP Results: Advance vs Non-Advance Districts



What makes Benchmark *Different*?

Rigorous & Engaging

- Print *and* Digital Resources
- Connected, Relevant Student Materials

• **Supports ALL Learners**

- English Language Development
- English *and* Spanish Resources
- Differentiated Resources to Support & Extend

• **Flexible & Comprehensive**

- Aligned Reading and Writing
- Phonics Instruction

Teachers have the WHAT and can focus on the HOW!



Rigorous & Engaging for College & Career Readiness



BENCHMARK EDUCATION COMPANY

Building Content Knowledge

Topics grow across grade levels

Unit	Knowledge Strand	GRADES							
		K	1	2	3	4	5	6	
1	Government and Citizenship	Rules	Community	Government Work	Government People	Government Action	Government Then and Now	Beyond Democracy	
2	Character	Characters	Characters	Characters Facing Challenges	Ways Characters Shape Stories	Characters	Characters' Relationships	Characters Crossroads	
		How to Meet Your Needs	How our planet Grow and Change	How our planet Works	Animal Adaptations	Observing Nature	Cultivating Land	Nature	



6	Theme	Stories	Stories	Tales to Live By	Making Decisions	Confronting Challenges	Up Against the Wild	Legendary Journeys
7	History and Culture	Community and Change	Past, Present, and Future	Investigating the Past	Communities	Developing a Nation	Conflicts and World Wars	World Regions and Cultures



10	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science
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Same Unit Topics: Essential Question

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



Home – School Connection

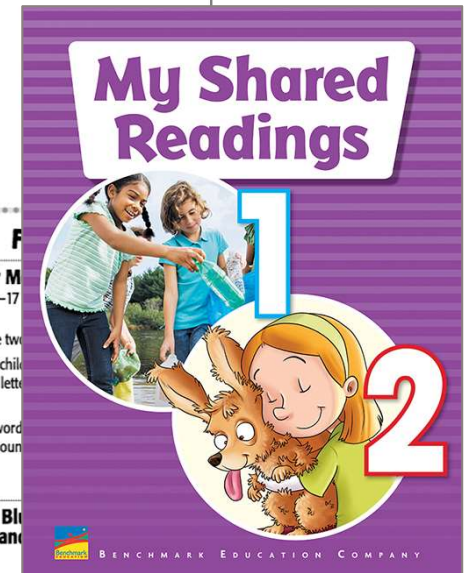
Name: _____

Unit 2: Many Kinds of Characters

Daily Take-Home **Activity Calendar**

Check off each activity as you complete it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>A Pet for Meg pp. 14–15</p> <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the story. Point to the following words for your child to decode by sounds: Meg, pet, Dad, cute, mess, take, dog, will, did. Ask: <i>Which of these words name the characters in the story? (Meg, Dad, dog) What is the dog's name? (Pixie)</i> 	<p>The Tortoise and the Hare pp. 20–21</p> <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the story. Help your child find the words being and going. Read the words together. Ask: <i>How are these two words alike? (Both end in -ing.)</i> 		<p>Me</p> <input type="checkbox"/> <ul style="list-style-type: none"> Read the rhyme. Find the last word in the rhyme. Together, read the word, spell it and then say it again. Ask: <i>What type of story in this rhyme do you like to hear again and again?</i> 	<p>A Pet for Meg pp. 14–17</p> <input type="checkbox"/> <ul style="list-style-type: none"> Review the two selections. Help your child find the words being and going in the letter combinations (ch-). Read the words together and say what -ed sound they hear.
Week 2	<p>Nan and Blue pp. 18–19</p> <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the story. Say the following words and ask your child to tell you the vowel sounds: Nan (short a), but (short u), not (short o), felt (short e), will (short i), run (short u), bed (short e), hide (long i), When (short e), cried (long i). Together, find and read each of these words in the text. 			<p>Tortoise and the Hare pp. 20–21</p> <input type="checkbox"/> <ul style="list-style-type: none"> Read the story. Ask your child to find the words being and going in the text. Ask: <i>How are these two words alike? (Both end in -ing.)</i> 	<p>Nan and Blue pp. 18–21</p> <input type="checkbox"/> <ul style="list-style-type: none"> Review the two selections. Ask your child to find the word run in each selection. Together, read the sentences that have this word. Ask: <i>Why does Blue use the word run? Why does Hare use the word run?</i>
Week 3	<p>A Smart Hen pp. 22–23</p> <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the story. Help your child find the name Penny. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. (short e, long e) Repeat with the word window. (short i, long o) 	<p>A Smart Hen pp. 22–23</p> <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the story. Ask your child to find the words smart and smarter in the last sentence on page 22. Read the words together and discuss how they are alike and different. 	<p>A Smart Hen pp. 22–23</p> <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the rhyme. Point to the following words for your child to read sound by sound: sits, begs, can, dog, when, swim, him. Ask: <i>Which word names a character in the rhyme? (dog) Which words tell things the dog can do? (sits, begs, swim)</i> 	<p>A Smart Hen pp. 22–23</p> <input type="checkbox"/> <ul style="list-style-type: none"> Read aloud the rhyme. Tell your child you will read it again. When you say a wrong word, he or she should clap and say the correct word. Point to and confirm the word. Play the game several times. Replace the word paw with leg and the word finest with funniest. 	<p>A Smart Hen; Chums pp. 22–25</p> <input type="checkbox"/> <ul style="list-style-type: none"> Review the two selections. Ask your child to say and circle the beginning sound of the word Chums. (ch-) Challenge him or her to find and circle a word in "A Smart Hen" that ends with this sound. (Each)



Students Engage with the Text

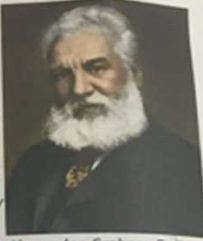
Short Read 1

Remember to annotate as you read.

Alexander Graham Bell: "It Talks!"

by Kathy Furgang

1 ★ Telephones have connected people to one another since the late 1800s. Alexander Graham Bell invented this important communication tool. Bell was born in Scotland in 1847. His mother was deaf; this made Bell want to learn all about sound. He learned how it travels as vibrations or sound waves. He wanted to find new ways for people to communicate.



Alexander Graham Bell

2 As an adult, Bell taught at several schools for deaf students in Boston. His wife was also deaf. All the while, he kept learning more about how sound works. He also studied the human voice.

3 ★ Bell dreamed that people would one day "talk with electricity." At the time, people could only send telegraphs. These were coded messages sent over wires using a system of clicks and blips. The messages were then written down and delivered by hand.

Notes:

- He was scotish
- beaf & hear
- Vibrashon = sound waves
- AGB invented the telephone in the late 1800s.
- Mom deaf
- deaf teacher
- Sign languag.
- This biography is mostly about how AGB made the telephones. He tested the telephone until it talked. He was shocked.

Notes

How did he do that?

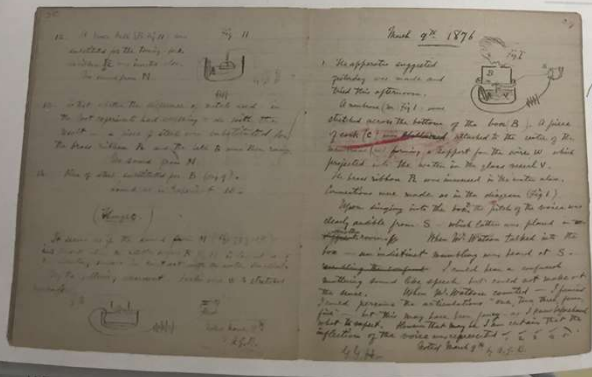
1 Bell began to experiment with electric wires. He wanted spoken words to travel a long way from person to person. After many tries, Bell finally succeeded. On March 10, 1876, a call reached his assistant in the next room: "Mr. Watson, come here. I want to see you." These were the famous words of the first phone call ever made. Bell had achieved his goal.

2 Bell brought his telephone to the 1876 World's Fair in Philadelphia, Pennsylvania. He called it an "electrical speech machine." People were amazed at Bell's work. The leader of Brazil, Emperor Pedro II, was at the fair. When he heard sound through the telephone wire, he dropped the phone. "It talks!" he cried out.

3 Bell's invention was revolutionary. In 1877, he established the Bell Telephone Company. Three years later there were more than 130,000 phones in American homes. Bell's invention paved the way for how we communicate today.

Notes:

- How many tries?
- late
- Did the fair have a lot of people?
- It worked!
- wow! 3 yrs = 130,000



Bell got a patent to protect his invention.

Texts for Close Reading

tin \Rightarrow Wax \rightarrow rubber \rightarrow vinyl

8-9
This part was about the gramophone and the discs made out of vinyl.


10
The main idea for pg. 10 is about stereo

The first discs were made of rubber. Later, these discs would be made of vinyl. People played their discs on a new device called a gramophone. The horn of the gramophone amplified the recorded sound. It was developed by Berliner and was similar to Edison's phonograph. People bought gramophones and phonographs to play all the recordings now available to them. Everyone could listen to the same marching band or singer perform the same music. It was the beginning of the recording business we know today.

Cool Stereo Sounds

10 Stereo recordings became widely available in the 1950s. With stereo, sounds were recorded on two separate tracks. One was meant to be heard in your right ear. The other would be heard in your left ear. This made recordings sound much richer and fuller than before.

Long-playing vinyl records were popular from the 1950s to the 1990s. Today, vinyl is making a comeback.



26

Informational Social Studies

notes

What in the world is a cassette?

were small and could hold more music than a record. Best of all, CDs produced almost perfect sound. It's no wonder that CDs soon began to replace records and cassettes.

27


Students Engage with the Text

Topic 1: Being a Good Community Member

What Will Max Do?

Max really wants a snack, but he does not have enough money.

Is that a dollar on the floor?
Max picks it up.

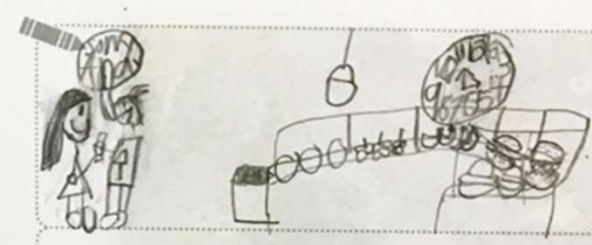


- Circle a word that has the same i sound as "mitten."
- Underline a proper noun.
- Number the things Max does in the story.

8

Realistic Fiction

"Oh, no!" he hears Ana cry.
Max knows what to do.
"This must be yours," he says.



Max thiks this is Ana's dollar on the floor. Because Ana was crying.

9

Have students draw and write to respond to the text.

eBook: Texts for Close Reading

DONE Edit mode

Changes saved

Annotations

Informational Science

Notes

Short Read 1

Remember to annotate as you read.


Earthquakes

by Kathy Furgang

1 Every day an average of fifty earthquakes are detected on Earth's surface. Why do some earthquakes cause major destruction while others go by almost unnoticed? The answer is in the amount of energy they release.

What Causes Earthquakes?

2 An earthquake is a sudden movement or shift of Earth's crust. This thin outer layer is made of many interlocking pieces called tectonic plates. These plates float on a layer of hot molten rock and move as slowly as fingernails grow. As they move, they rub against one another, building up stored energy and pressure. When these plates shift or collide at their boundaries, an earthquake happens. Earth's surface rumbles and shakes as the energy is released.




4

Most earthquakes occur along the boundaries of Earth's tectonic plates.

Measuring Quakes

3 Scientists can measure the strength, or magnitude, of an earthquake with an instrument called a seismograph. In one type of seismograph, seismic waves cause a drum to vibrate as a weighted pen records the vibrations. The longer the lines, the greater the energy released by the quake.




seismograph with drum and pen

Earth's Changing Surface

4 The movement of Earth's tectonic plates reshapes Earth's landscape, building landforms such as mountains and valleys and other land features. As plates move apart, valleys, rivers, and even oceans can form.

5 The Himalayan mountain range in Asia, for example, was formed when the Indo-Australian and Eurasian plates came together. The plates collided and pushed upward, slowly forming the mighty mountain range over the last ten million years.



the Himalayas

eBook: K-1 Big Books

DONE Present mode

AUDIO SPEED

OFF AUTO ON ANNOTATIONS

Today, I'm at work with Dad.

Phones are ringing,
e-mail is dinging,

and screens everywhere are
bing-bing-BINGING!

The noise in here is
driving me mad!



2 3

Pen

Style

Color

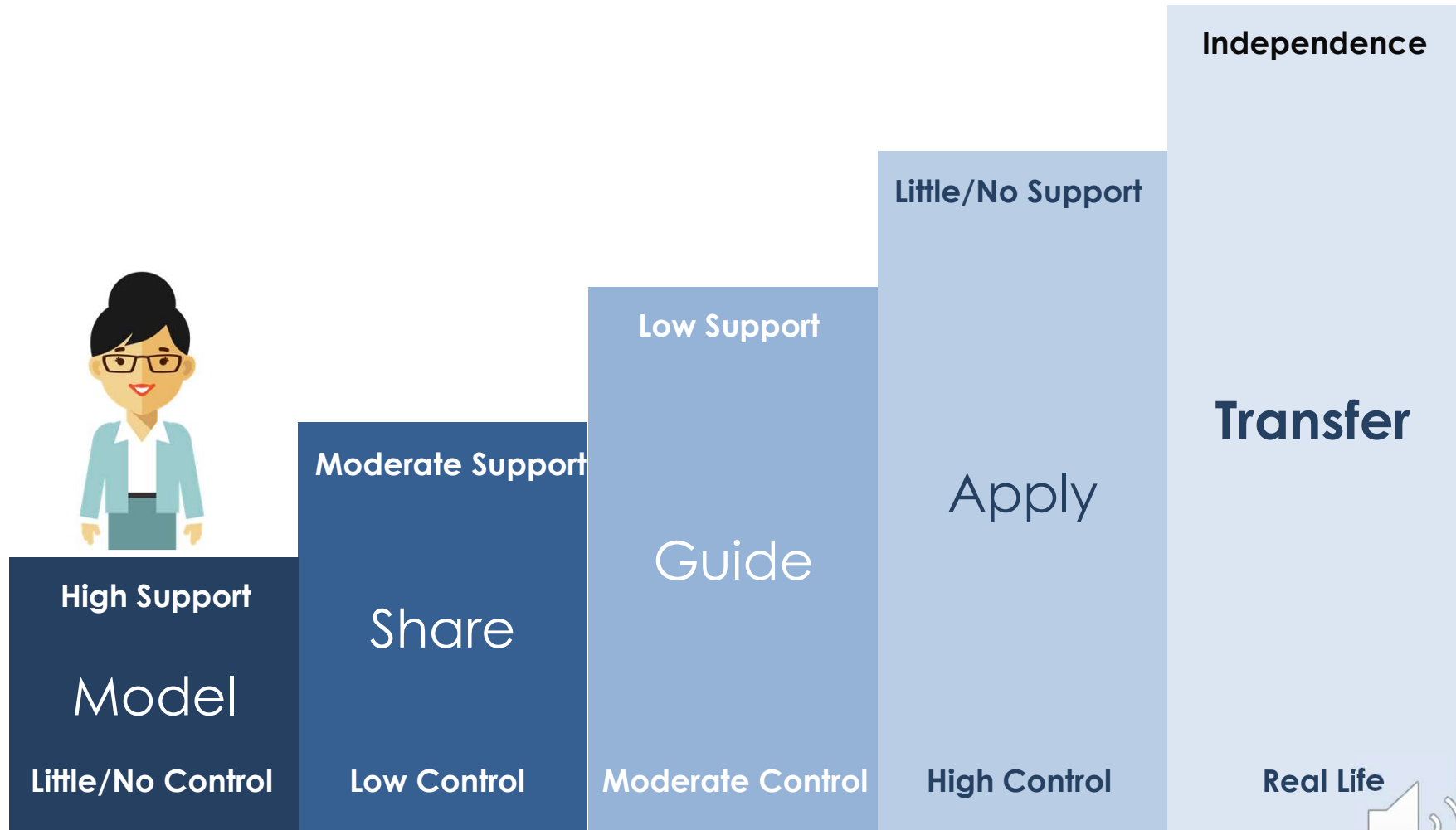
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Speaker icon



Students do the Work, Students do the Learning



Routines to Build Habits of Learners

Grade 3

Mini-Lessons at a Glance

Foundations and Routines

for Beginning the School Year

Specifically written by teachers for teachers to help you:

- Build foundational skills
- Prepare your students for the routines of an effective literacy classroom
- Create a community of learners
- Foster independent thinking and reading

Foundations and Routines

Day	Establishing Routines	Read-Aloud and Book Discussion	Workshop
1	<ul style="list-style-type: none"> Smooth Transitions Getting Ready for Whole-Group Instruction: Collaborative Atmosphere during Reader's Workshop 	<ul style="list-style-type: none"> Choosing a Good Book for Independent Reading 	<ul style="list-style-type: none"> Clos
2	<ul style="list-style-type: none"> Smooth Transitions Getting Read for Whole-Group Instruction: Collaborative Atmosphere during Reader's Workshop 	<ul style="list-style-type: none"> Build Good Listening Habits 	<ul style="list-style-type: none"> Ope
3	<ul style="list-style-type: none"> Smooth Transitions Getting Read for Whole-Group Instruction: Collaborative Atmosphere during Reader's Workshop 	<ul style="list-style-type: none"> Understanding Author's Purpose (to entertain) 	<ul style="list-style-type: none"> Fina Patt
4	<ul style="list-style-type: none"> Smooth Transitions Getting Ready for Whole-Group Instruction: Collaborative Atmosphere during Reader's Workshop 	<ul style="list-style-type: none"> Understanding Author's Purpose (to persuade) 	<ul style="list-style-type: none"> Lon; Patt
5	<ul style="list-style-type: none"> Smooth Transitions Getting Ready for Whole-Group Instruction: Collaborative Atmosphere during Reader's Workshop 	<ul style="list-style-type: none"> Understanding Author's Purpose (to inform) 	<ul style="list-style-type: none"> Lon; Patt
6	<ul style="list-style-type: none"> Smooth Transitions Getting Ready for Whole-Group Instruction: Activating Prior Knowledge 	<ul style="list-style-type: none"> Use a KWL Chart to Document Learning 	<ul style="list-style-type: none"> Lon; Patt

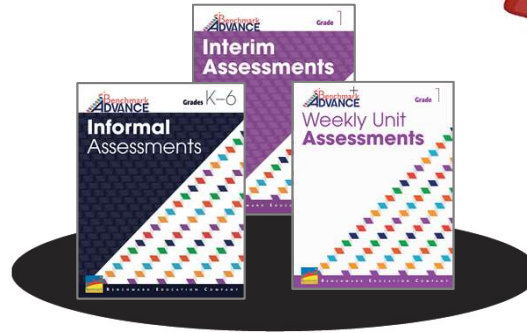




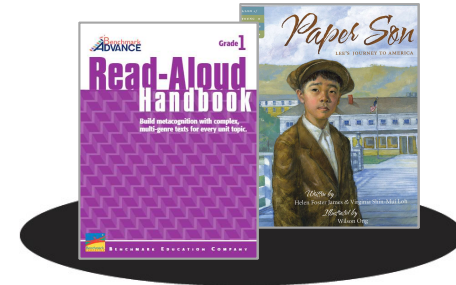
Benchmark Advance

Assessment

Small Group/
Independent Reading

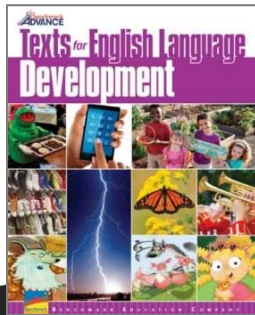


Interactive
Read Aloud



100% Print
and Digital

Texts for ELD:



Phonics/Word Study
Mini-Lessons

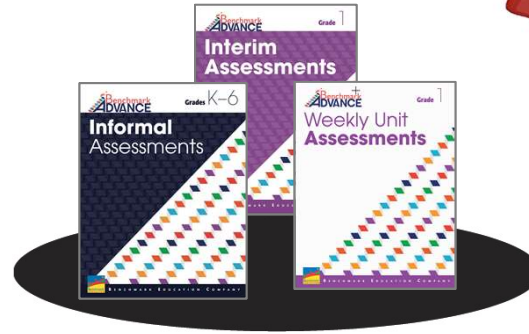


Reading/Writing
Mini-Lessons

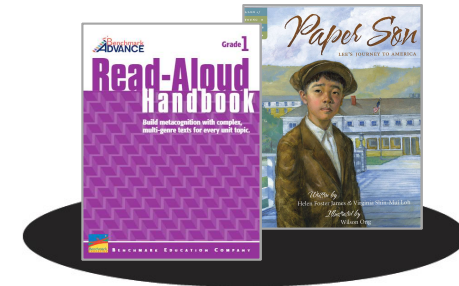


Benchmark Advance

Assessment



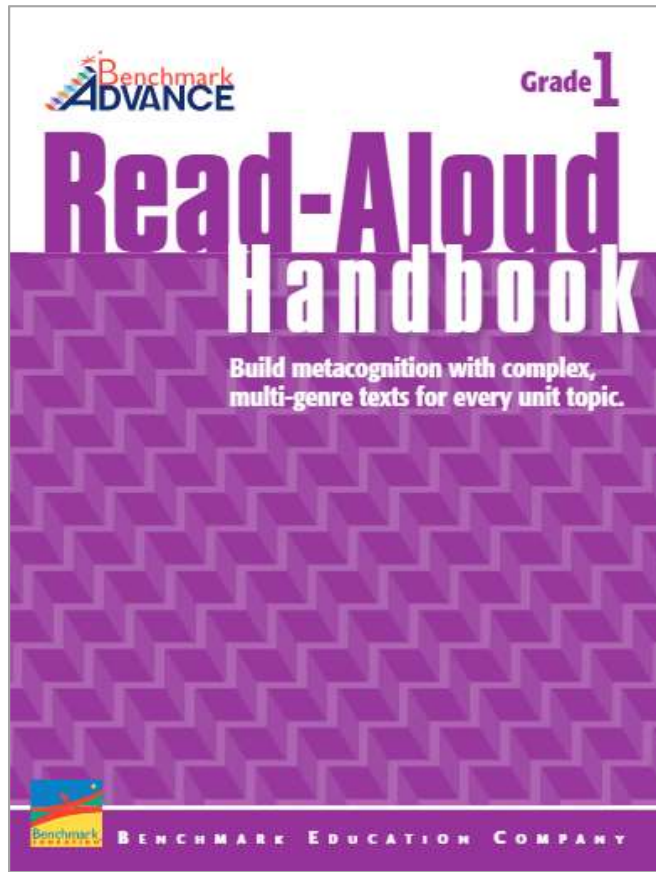
Interactive
Read Aloud



**100% Print
and Digital**

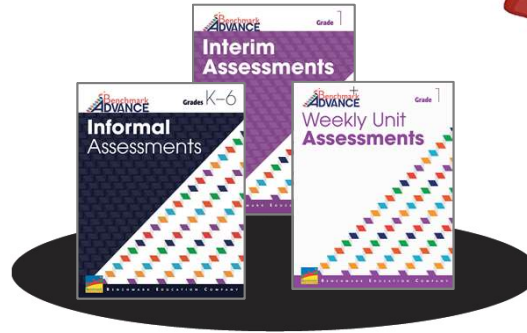


Interactive Read Aloud

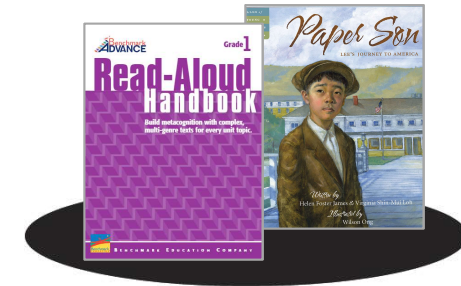


Benchmark Advance

Assessment



Interactive
Read Aloud



100% Print
and Digital

Phonics/Word Study
Mini-Lessons



Explicit, Systematic Phonics

K-2

- Phonological Awareness
- Sound Spelling Correspondences
- Blending
- Spelling
- High Frequency Words



Large Sound Spelling Cards




T consonant †

Action Rhyme

TI TI TI tap your toes,
TI TI TI tap them fast,
TI ... TI ... TI tap them slow,
 Say *TI* as you tap, tap, tap.

Articulation

- Open your mouth a little.
- Put the tip of your tongue on the roof of your mouth.
- Flick your tongue forward to push out a little air without using your voice.
- Can you feel a small puff of air?



Sample Words

Initial Position			Final Position		
take	time	town	bat	licked	shocked
ton	food	toy	boat	locked	stocked
for	top	tune	fit	not	wet
teeth			get		

Tongue Twister

Terry Teeter, a teeter-totter teacher,
 Taught her daughter Tara to teeter-totter.
 But Tara Teeter didn't teeter-totter
 as Terry Teeter taught her to.

English Learners

In Spanish and Vietnamese, there is a **positive** sound-spelling transfer for **t**.

In languages such as Korean, Cantonese, Mandarin, Farsi, and Arabic, there is a **positive** sound transfer but **no** spelling transfer.

Action Rhyme

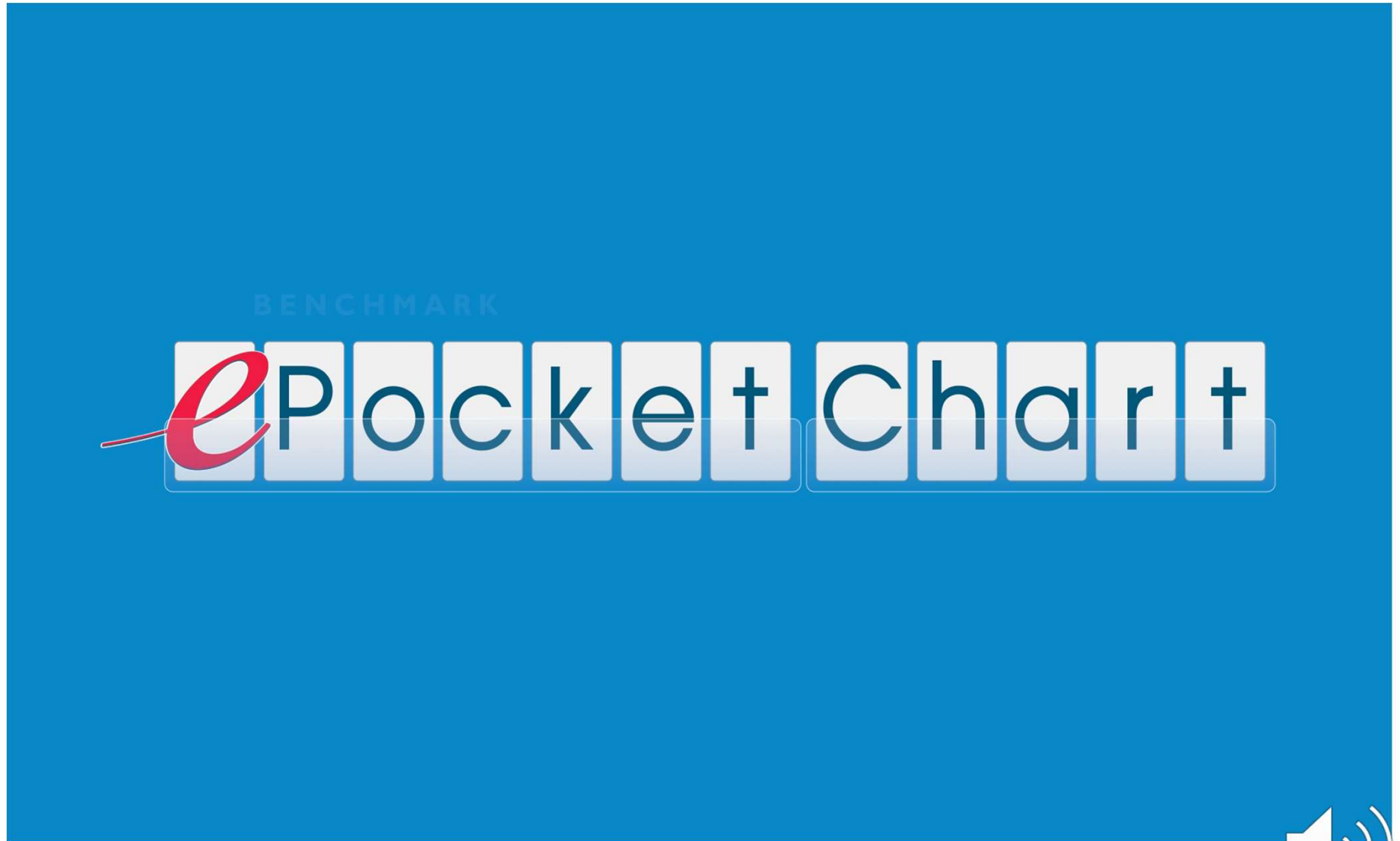
Articulation

Tongue Twisters

English Learners



ePocket Chart



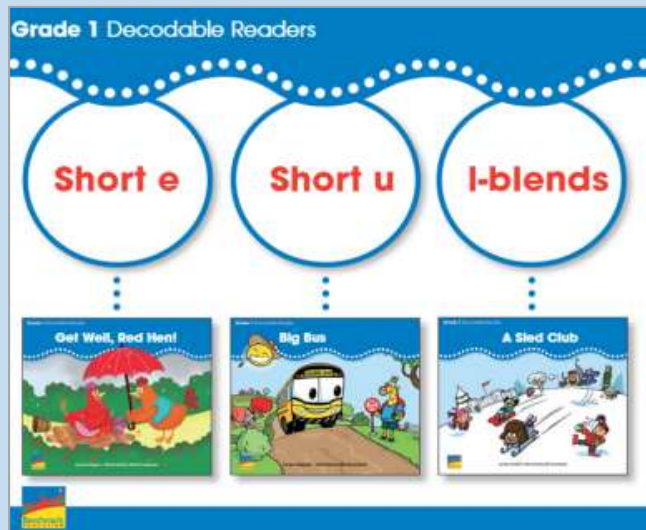
Heidi Songs



Decodable Readers: *Controlled Text*

Grade K-1

Decodable Lap books

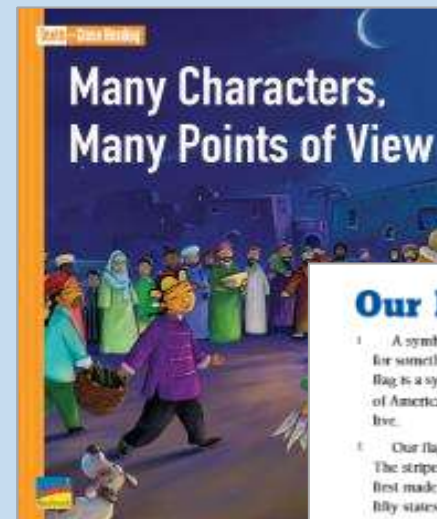


K-1 Decodable texts



Grade 2

Decodable Passages



Word Study

Our Flag

- 1 A symbol is a picture or an object that stands for something else. Our red, white, and blue flag is a symbol. It stands for the United States of America. That is the country in which we live.
- 2 Our flag has thirteen stripes and fifty stars. The stripes stand for the thirteen colonies that first made our country. The stars stand for the fifty states we now have. Our flag has changed over the years. When a new state was added to our country, a star was added to the flag.
- 3 You can see this flag in schools. You can see it hanging at homes. You can see it on stamps. There is also an American flag on the moon!
- 4 June 14 is Flag Day. That is when you can see lots of flags. Some are small. Kids like to wave these flags. Some are big. One is so big it weighs three thousand pounds.
- 5 Each morning, kids at school stand and look at the flag. They put their hands on their chests. Then they say the Pledge of Allegiance. It is a way to show how much they love to live in the USA.



Grades 3-6: Word Study

Word Study Read

Remember to annotate as you read.

Notes

Informational Science

Tsunami!

- 1 Deep under the ocean, an underwater earthquake disturbs the water. Waves roll out and grow taller as they travel toward land. A tsunami is born!
- 2 A tsunami can be one huge ocean wave or a series of waves. In the deep ocean, these waves move incredibly fast, traveling hundreds of miles an hour. However, on the surface, the waves appear small and insignificant, so passing ships don't notice them. As they move toward land, they slow down and grow taller and taller. Some waves measure more than 21 meters (70 feet) high!

When a tsunami hits land, it can cause unbelievable destruction. People, homes, and trees are picked up and tossed around. Those lucky enough to survive face nearly impossible challenges. Their homes and neighborhoods may have disappeared. Family members and friends may have died.
- 3 One of the most destructive tsunamis occurred on December 26, 2004. It was set off by a strong underwater earthquake in the Indian Ocean, causing severe damage to more than ten countries in Southern Asia and Eastern Africa. There was no warning system in the Indian Ocean. People were unaware that a tsunami was coming and were unprepared. More than 200,000 people died.
- 4 Today tsunami-warning systems have been set up in high-risk areas. Satellites can track tsunami waves more accurately than ever before. Radio-operated buoys float in oceans where tsunamis occur. They can detect unusual waves and transmit warnings to land to help reduce loss of life.

Word Study: Systematic Progression- Letter Sound, 6 Syllable Types, and Morphology taught in context

Build Reflect Write

Build Knowledge

Examine the causes and effects of earthquakes. Cite examples from the text to support your responses.

Earthquakes	
Identify some causes of earthquakes.	Evidence:
Explain how earthquakes affect landforms.	Evidence:
Describe how earthquakes affect people.	Evidence:

Reflect

How do Earth's natural processes impact our lives?

Based on this week's texts, write down new ideas and questions you have about the essential question.

Research and Writing

Research an Earth change event in the recent or distant past. Present a fictional, firsthand account of what you saw, heard, and felt during and after the event.

Choose Your Topic

This week, conduct a preliminary search to identify an Earth change event you would like to research. Construct three or more guiding questions that will help you focus your research on the information you will need to present your account.



Shared Reading:



Shared Reading: Grades K–1

Applied Foundational & Reading Skills


Big Book

Topic 4: Stories Have a Narrator Social Studies

My Mom, the Vet

My mom loves animals. She is a vet. A vet is a doctor for animals. Vets help animals when they get sick. They help animals stay healthy, too.

Some vets take care of farm animals and zoo animals. My mom works in a clinic. She takes care of dogs, cats, and other pets. I love to visit my mom at work. One day, I want to be a vet, too!



23


Student Book

Topic 4: Stories Have a Narrator Science

My Mom, the Vet

My mom loves animals. She is a vet. A vet is a doctor for animals. Vets help animals when they get sick. They help animals stay healthy, too.



My mom works in a clinic. She takes care of dogs, cats, and other pets. I love to visit my mom at work. One day, I want to be a vet, too!



- Circle a word that has the same **sh** sound as "sheep."
- In the first sentence, underline the verb.
- Put a ✨ next to an important detail from the text.

20

Have students draw and write to respond to the text.



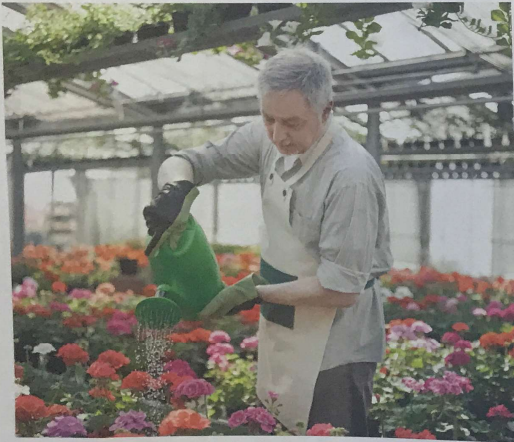
Shared Reading: Grades K-1

Applied Foundational & Reading Skills

Topic 3: Plants and Animals Have Needs

Plants in a Greenhouse

We know that plants need air to grow.
Most plants also need warm air.
That's why plants grow best in summer.




6

- Circle the word that begins with **f**.
- Underline the word **is**.
- Put a 😊 by your favorite part.

Science

Where can plants grow when it's cold?
A greenhouse is the perfect place. It's
warm inside, so the plants don't freeze!

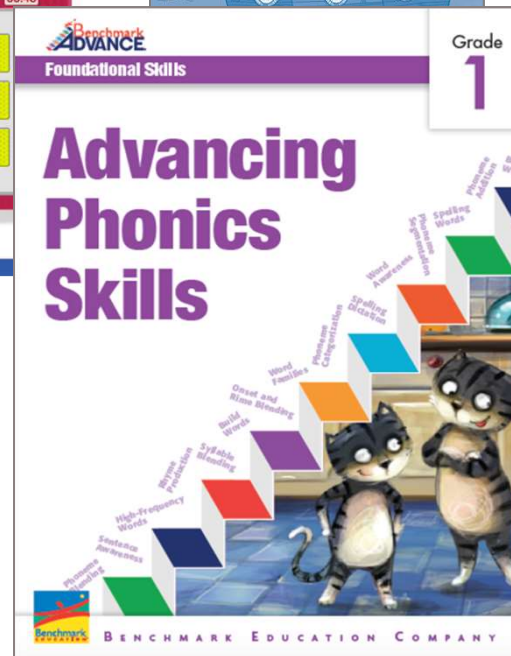
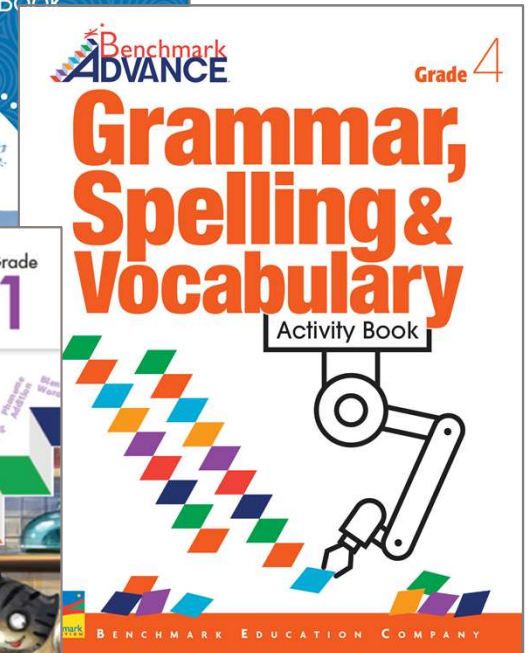
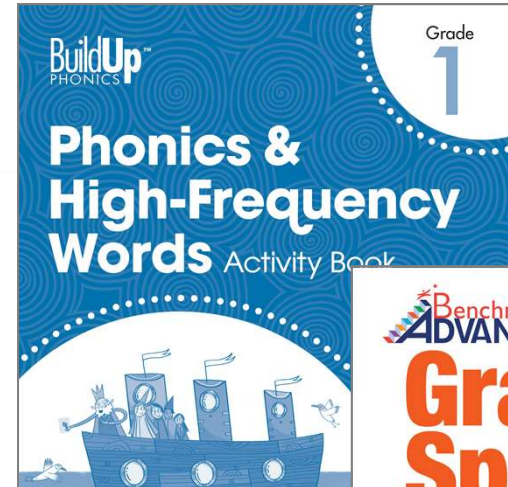
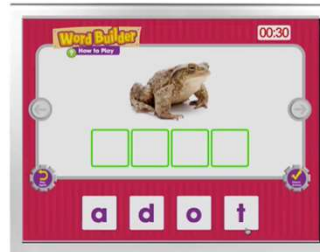


I see flowers

Have students draw to respond to the text.
Then have them write a letter or high-frequency word from the text.

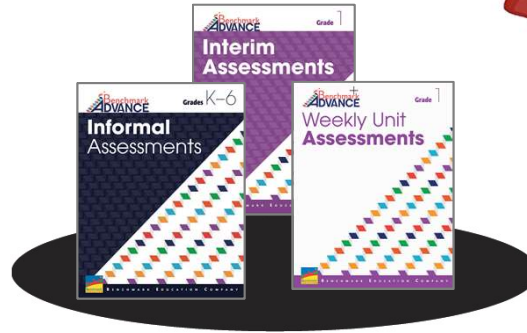
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Independent Practice

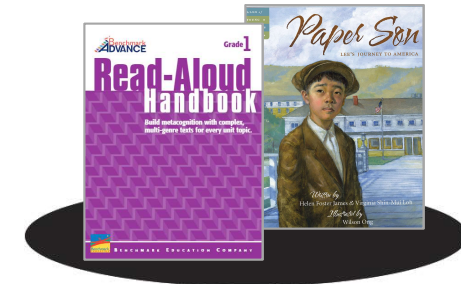


Benchmark Advance

Assessment



Interactive
Read Aloud



100% Print
and Digital

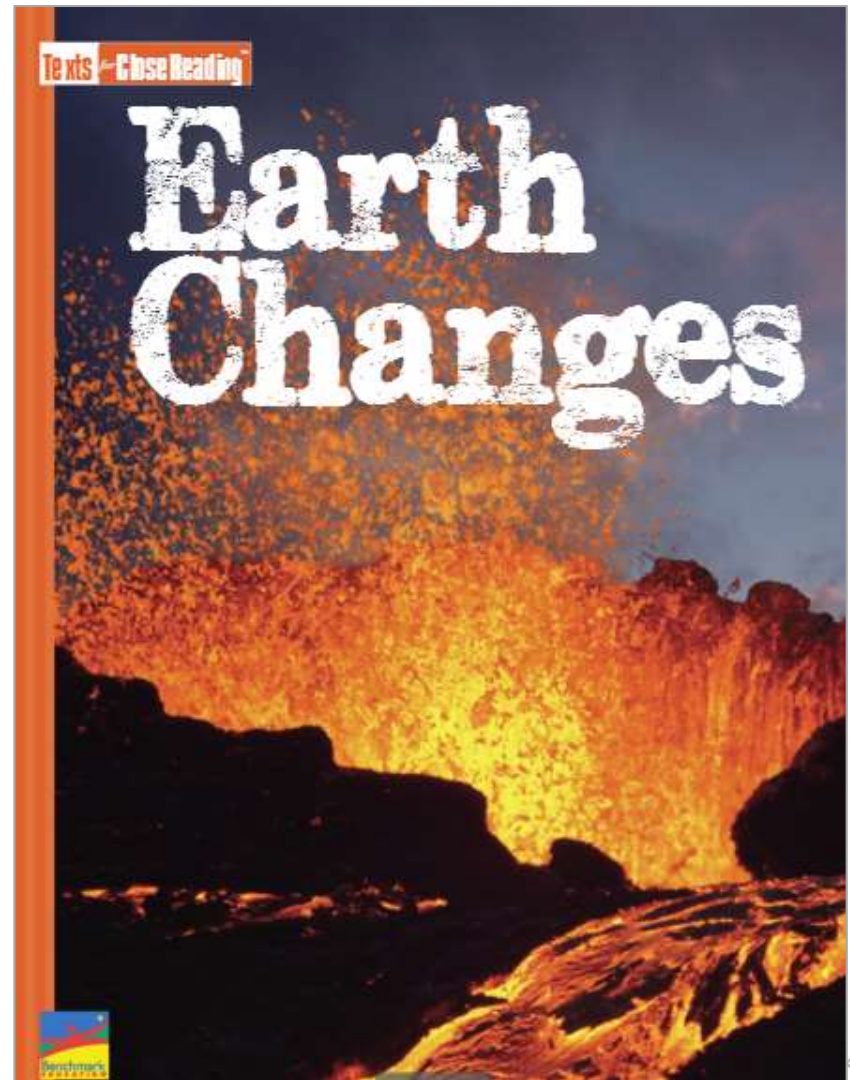
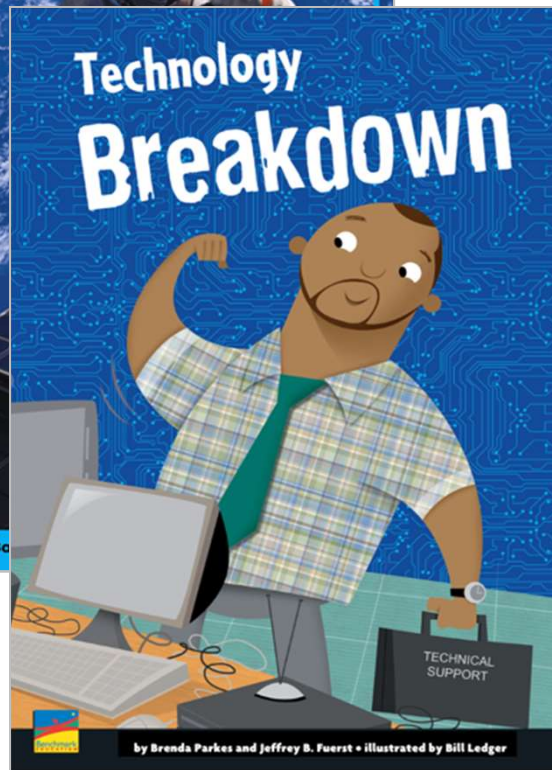
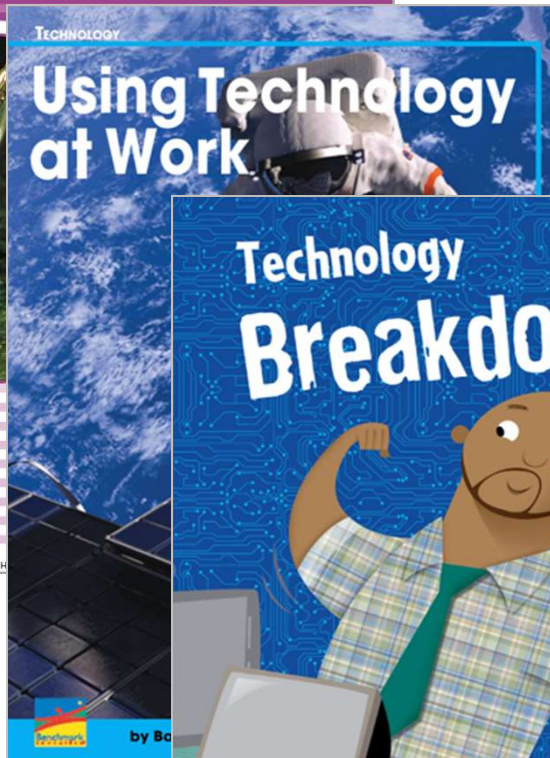
Phonics/Word Study
Mini-Lessons



Reading/Writing
Mini-Lessons



Close Reading K-6



Unit Introduction

UNIT OPENER
Red Tab

Earth Changes

Essential Question

How do Earth's natural processes impact our lives?



WHOLE GROUP INSTRUCTION: Pregunta esencial

El gobierno en acción

pregunta esencial

¿Cómo influye el gobierno en nuestra manera de vivir?

The collage consists of three distinct images. The top right image shows a red fire truck with its emergency lights on, parked on a wet street with thick smoke rising in the background. The bottom left image shows a large, ornate legislative chamber filled with people seated in a semi-circle, with an American flag and a speaker at the front. The bottom right image shows two black dogs wearing blue FEMA vests with the American flag and the text 'California Task Force 8' and 'FEMA'. A young child in a pink hoodie is reaching out to touch one of the dogs, while a man in a blue uniform and a woman in a red shirt look on.

2

3

Texts for Close Reading

SHORT READ 1 Blue Tab

Short Read 1

Remember to
annotate as
you read.

Notes

Write-in book.
Authentic
practice!

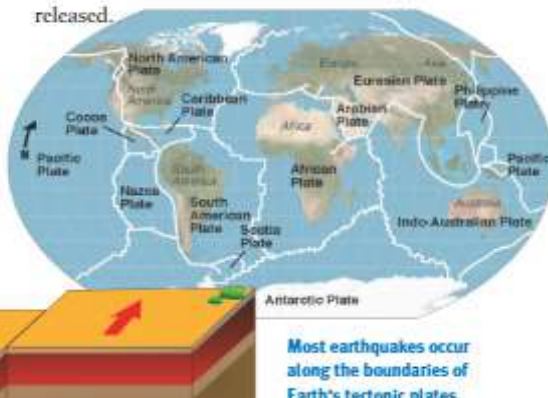
Earthquakes

by Kathy Furgang

1 Every day an average of fifty earthquakes are detected on Earth's surface. Why do some earthquakes cause major destruction while others go by almost unnoticed? The answer is in the amount of energy they release.

What Causes Earthquakes?

2 An earthquake is a sudden movement or shift of Earth's crust. This thin outer layer is made of many interlocking pieces called tectonic plates. These plates float on a layer of hot molten rock and move as slowly as fingernails grow. As they move, they rub against one another, building up stored energy and pressure. When these plates shift or collide at their boundaries, an earthquake happens. Earth's surface rumbles and shakes as the energy is released.



Most earthquakes occur along the boundaries of Earth's tectonic plates.

Measuring Quakes

3 Scientists can measure the strength, or magnitude, of an earthquake with an instrument called a seismograph. In one type of seismograph, seismic waves cause a drum to vibrate as a weighted pen records the vibrations. The longer the lines, the greater the energy released by the quake.



seismograph with drum and pen

Earth's Changing Surface

4 The movement of Earth's tectonic plates reshapes Earth's landscape, building landforms such as mountains and valleys and other land features. As plates move apart, valleys, rivers, and even oceans can form.

5 The Himalayan mountain range in Asia, for example, was formed when the Indo-Australian and Eurasian plates came together. The plates collided and pushed upward, slowly forming the mighty mountain range over the last ten million years.



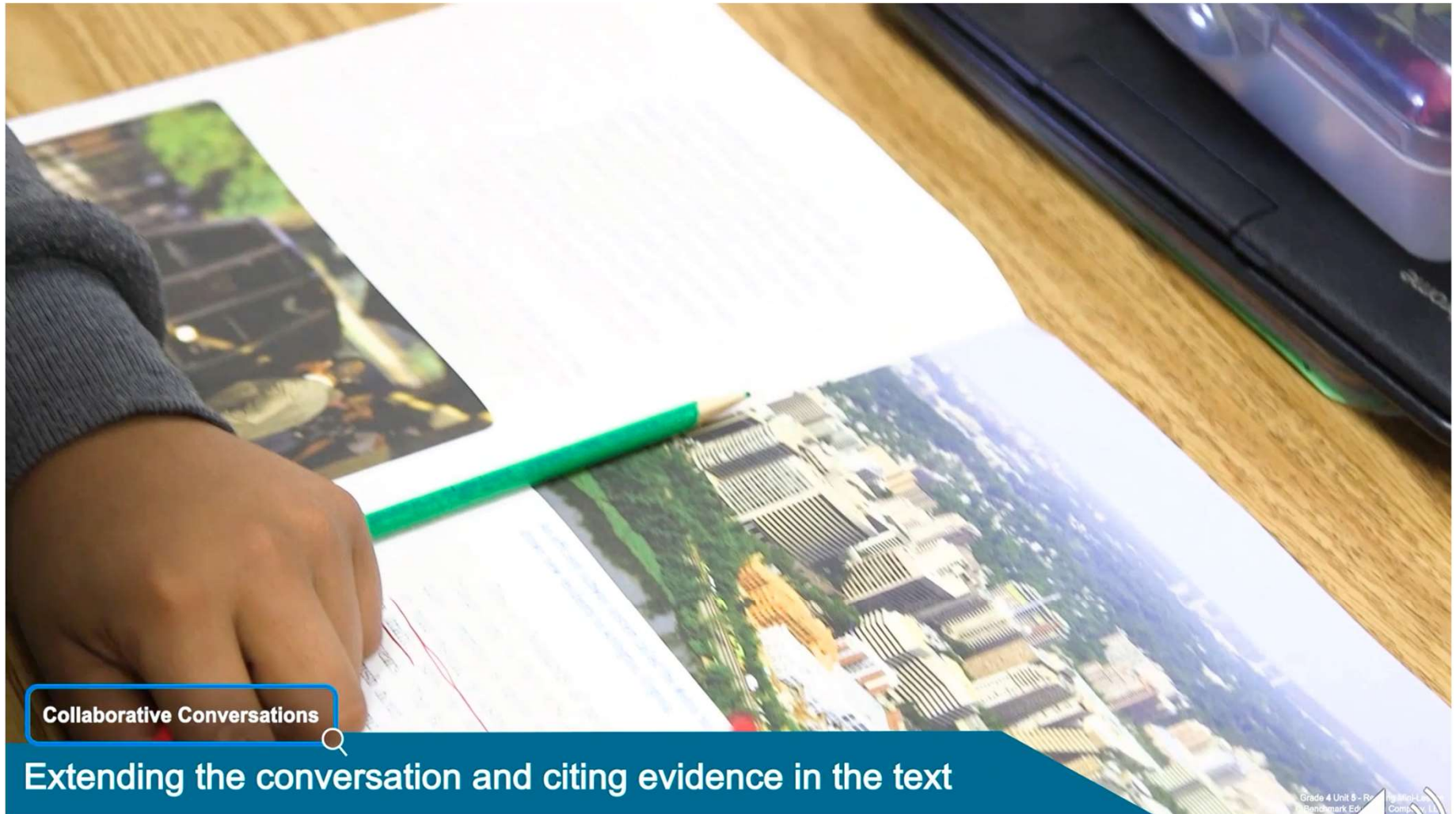
the Himalayas

Informational Science

Notes

Teacher & Student Experience

Collaborative/Constructive Conversation



Collaborative Conversations

Extending the conversation and citing evidence in the text



Authentic Literature

Extended Read 2

Remember to annotate as you read.

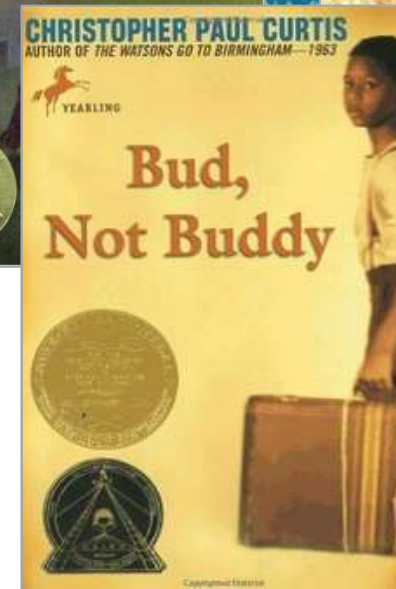
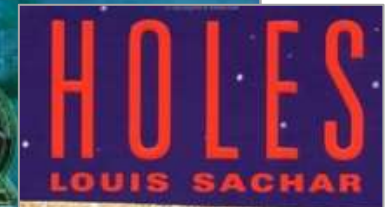
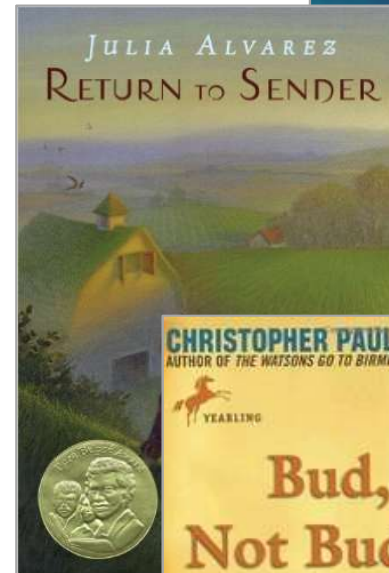
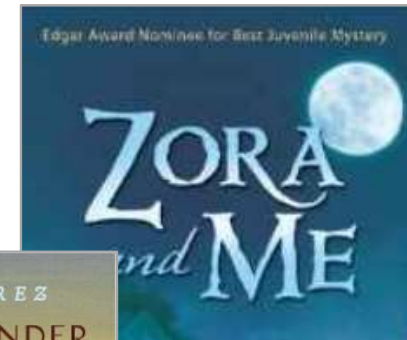
Asparagus

An excerpt from *Esperanza Rising*

by Pam Muñoz Ryan

Esperanza Rising (2000) tells the story of a thirteen-year-old girl who is living a life of privilege in Mexico when tragedy strikes and her family loses everything. As a result, they are forced to migrate to California during the Great Depression of the 1930s and become farmworkers. This excerpt from "Los Duraznos" ("Peaches"), a chapter toward the end of the book, reveals what life is now like for the story's characters: Esperanza Ortega, who is struggling to adapt to her hardscrabble new life; Hortensia (the Ortega family's housekeeper from Mexico); Isabel (a young relative of Hortensia's); and Miguel (Hortensia's son, age seventeen).

- 1 A week later Esperanza put yet another bundle of asparagus on the table after work. The tall and feathery asparagus plants seemed to be as unrelenting as Isabel's desire to be queen. The workers picked the spears from the fields and a few days later, the same fields had to be picked again because new shoots were already showing their heads. And Isabel talked of nothing else, except the possibility of wearing the winner's crown of flowers on her head.
- 2 "I hate asparagus," said Isabel, barely looking up from her homework.
- 3 "During grapes, you hate grapes. During potatoes, you hate potatoes. And during asparagus, you hate asparagus. I suppose that during peaches, you will hate peaches."
- 4 Isabel laughed. "No, I love peaches."
- 5 Hortensia stirred a pot of beans and Esperanza took off the stained apron she wore in the sheds and put on another. She began measuring the flour to make *tortillas*. In a few minutes, she was patting the fresh dough that left her hands looking as if she wore white gloves.



Novel Studies:



Novel Guide **Esperanza Rising**

Guide at a Glance

Novel Plot Summary

Student Guide

Guide at a Glance

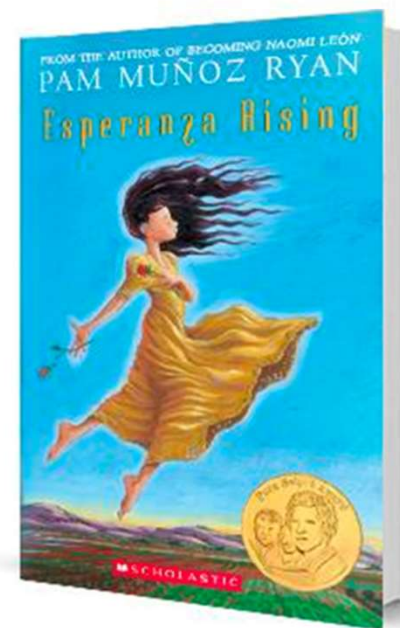
Print 

Esperanza Rising by Pam Muñoz Ryan

750L*

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BENCHMARK EDUCATION COMPANY

Writing to Sources



Mentor Informative Report

All animals have traits that help them survive. One special trait that many animals use is called camouflage. Camouflage is the ability to hide by blending into an environment. It helps some animals, known as predators, hunt for food. It helps other animals, known as prey, avoid being eaten by predators.

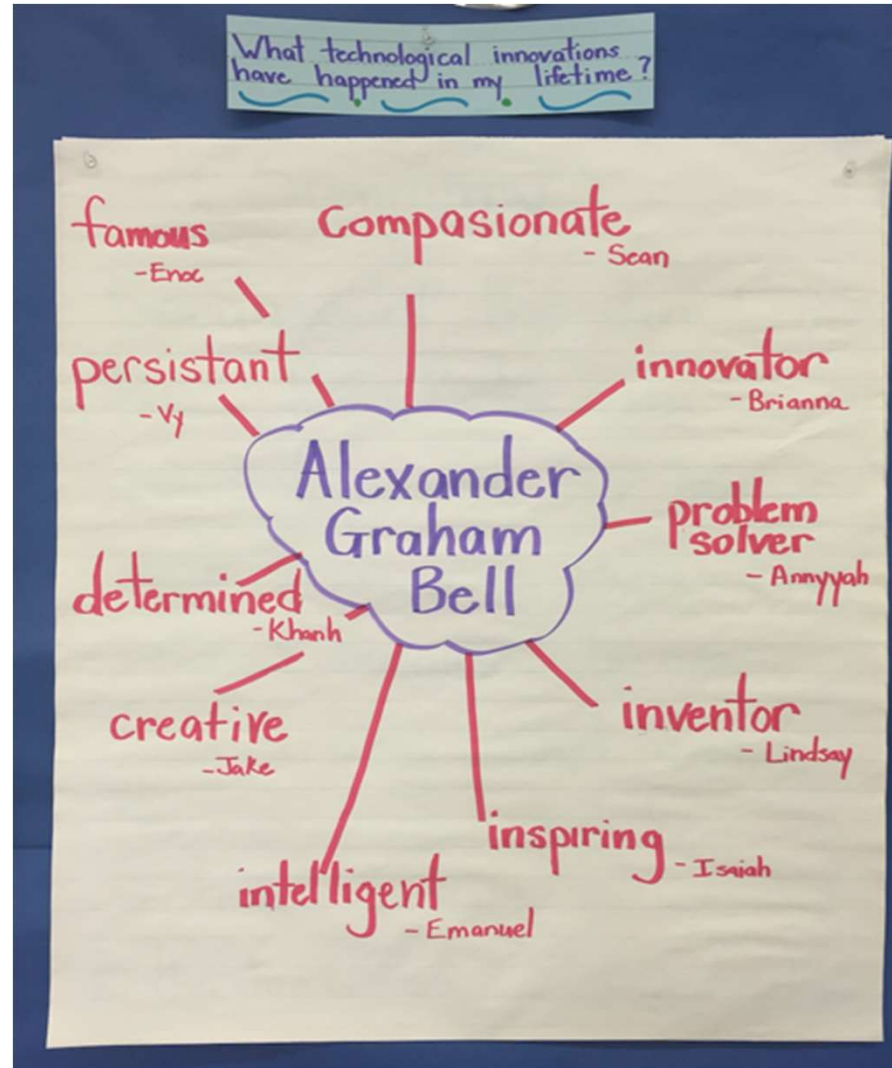
Camouflage is important to the survival of many predators. According to "Animal Disguises," the stonefish has a body shape and color that make it look like just another rock on the ocean floor. With the help of this camouflage, stonefish hide in the sand, and then grab and eat their prey as it passes by. Another animal that uses camouflage to hunt is the cheetah. Cheetahs live in areas known as savannahs that have a lot of tall, yellow grass. The cheetah's spotted yellow coat allows it to blend in with this grass and sneak up on its prey. Without this camouflage, these animals might not be able to get the food they need to survive.

While camouflage helps some animals hunt, it keeps other animals from being hunted. For some animals, their body shape provides them with camouflage. For example, the walking stick is an insect with a body shape that resembles the other branches and twigs in its habitat, so predators have a hard time finding it. Other animals are able to use their body color as a form of camouflage. The video "Camouflage Creatures" shows how much gray owls' feathers look like tree bark, allowing them to protect themselves and their nests.

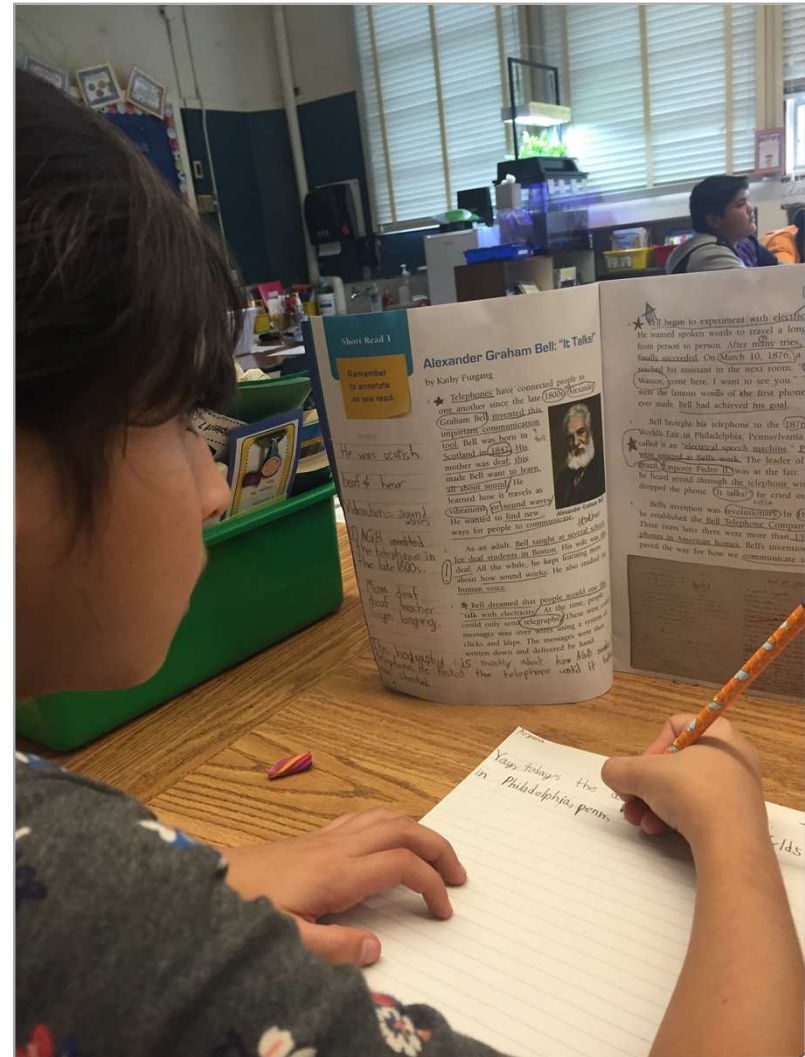
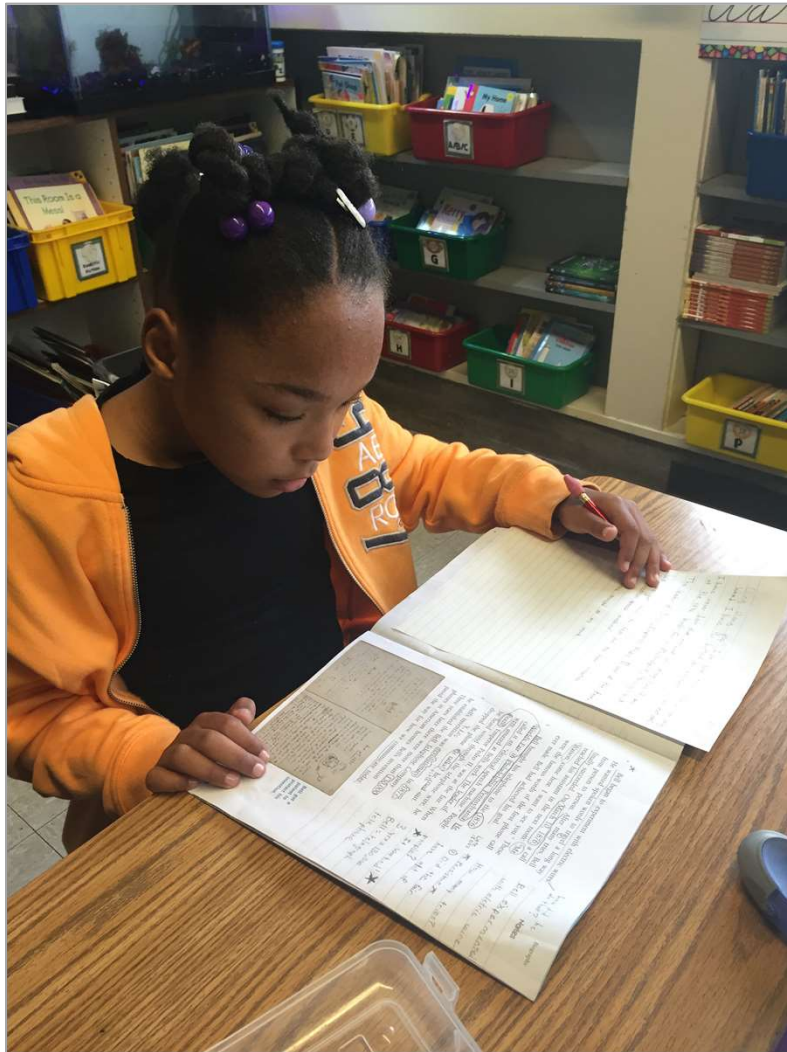
Animal camouflage helps animals hide in their environments. Thanks to this adaptation, animals can more easily catch prey or hide from predators. This ability is the key to their survival!



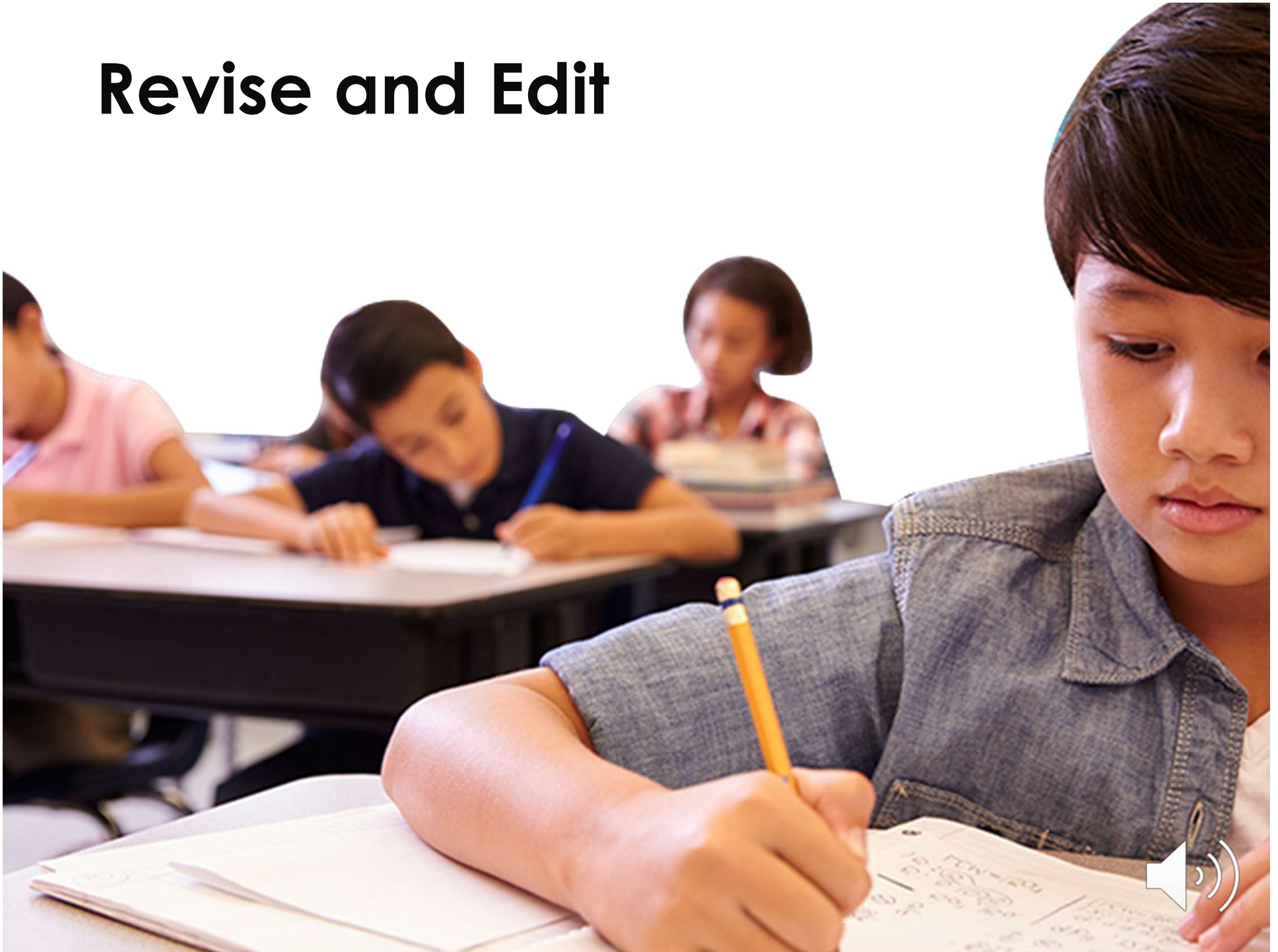
Planning



Draft & Citing Evidence



Revise and Edit



Language Conventions

PROCESS W

Student Objectives

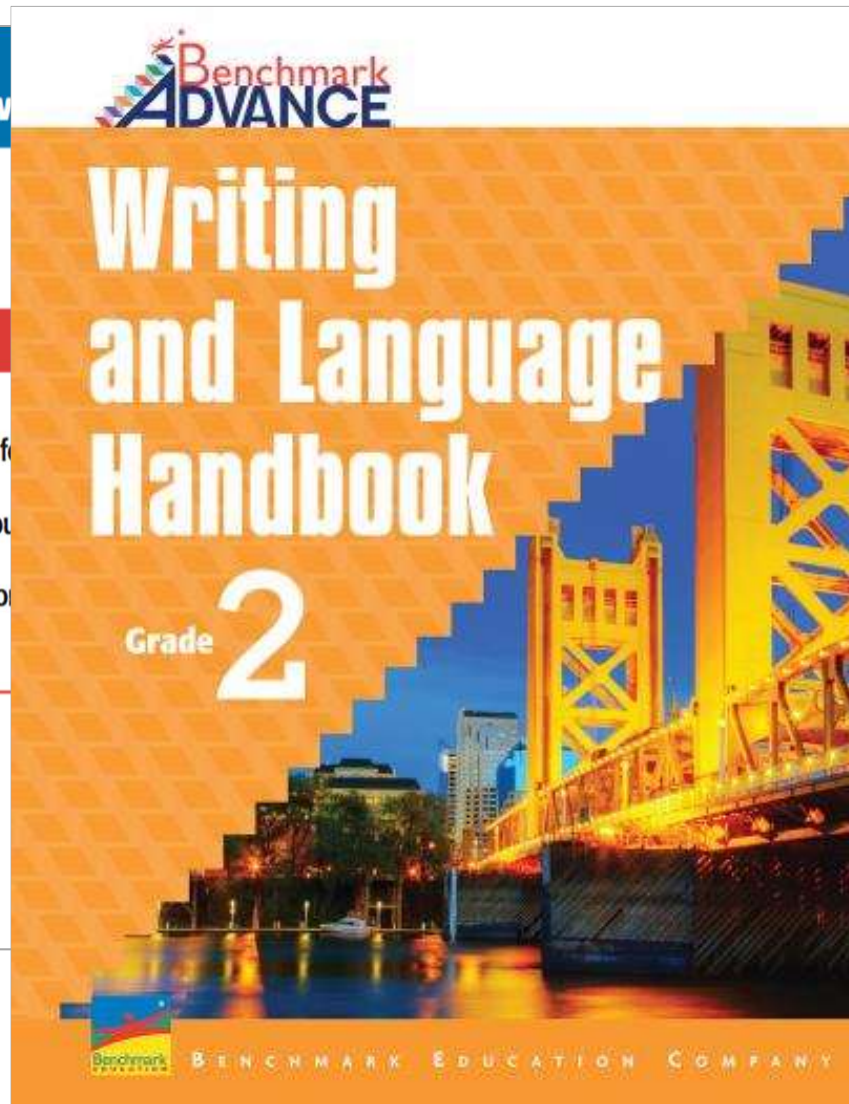
I will be able to:

- Use coordinating conjunctions to form compound sentences.
- Use commas to punctuate compound sentences correctly.
- Share my ideas in collaborative writing.

Materials

Weekly Presentation: Unit 5 Week 1

- Modeling Text
- Opinion Essay Anchor Chart



Language: Use Conjunctions/Produce Compound Sentences (15 MIN.) L.3.1h, L.3.1i

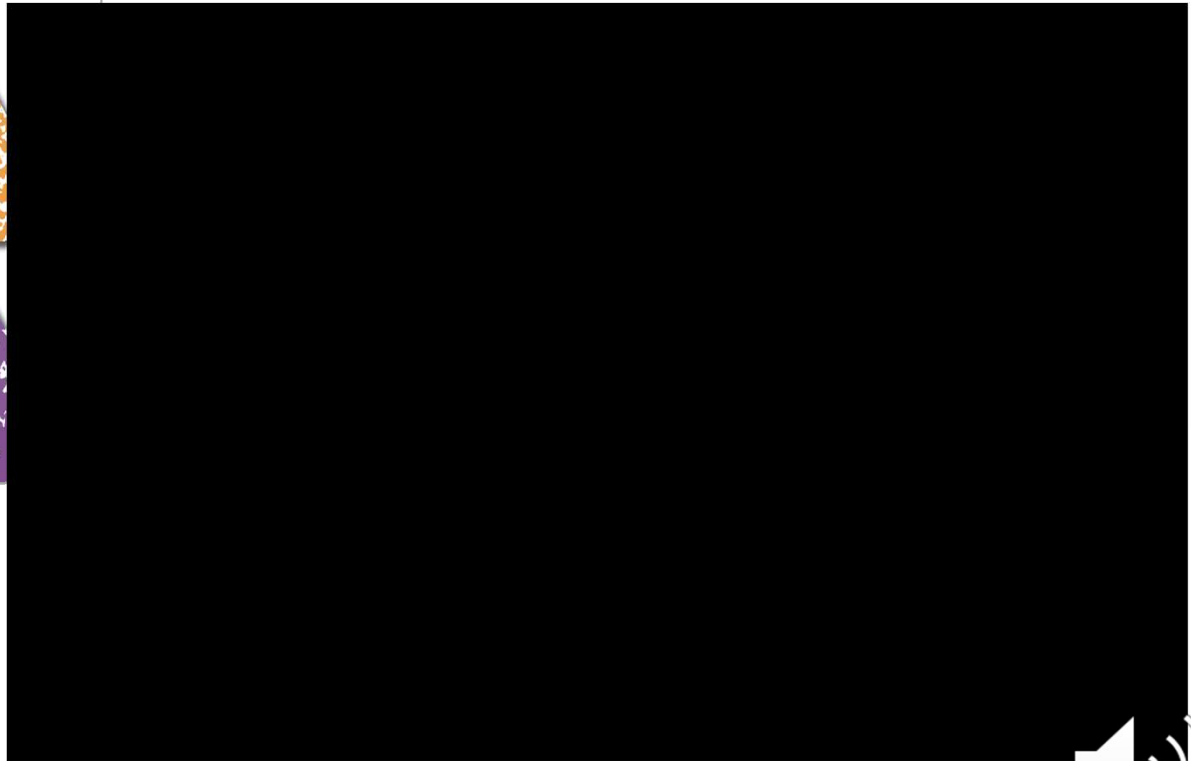
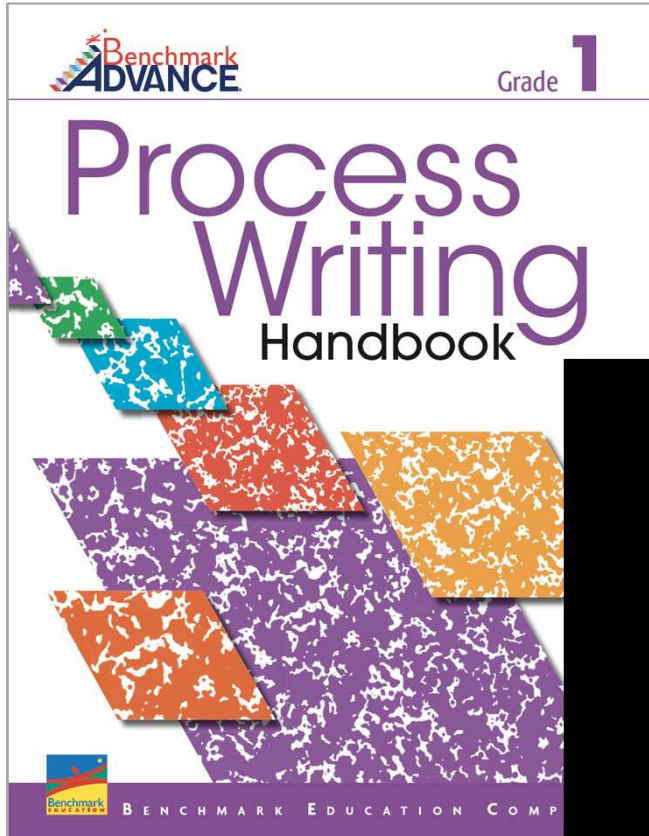
Students use coordinating conjunctions to keep their writing interesting. Compound sentences are sentences joined by a conjunction. Coordinating conjunctions are **and, but, or, yet, for, and nor**. The parts of the sentence are related.

Key concept: *There are many wonderful things, but the cell phone is the most important.*

Students select the short sentences "There are many wonderful things." and "The cell phone is the most important." The cell phone could stand on its own, but combining the two sentences creates a connection between the author's ideas.



Additional Process Writing



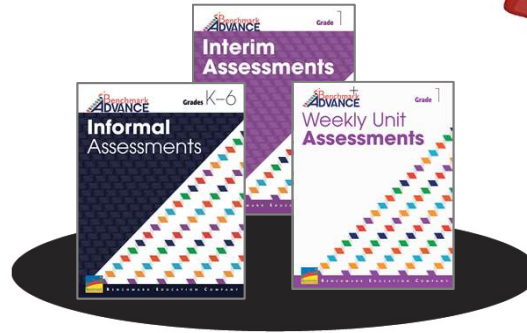


Supports ALL Learners

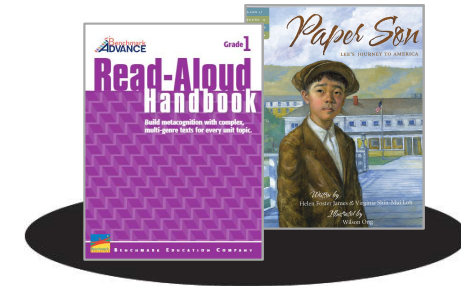
Eagl Eye
Look at

Benchmark Advance

Assessment

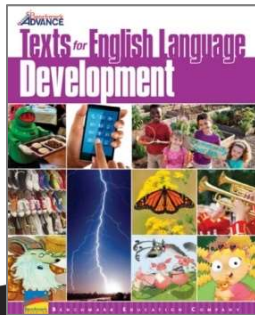


Interactive Read Aloud



100% Print and Digital

Texts for ELD:



Reading/Writing Mini-Lessons



Phonics/Word Study Mini-Lessons



English Language Development





BENCHMARK EDUCATION COMPANY

Mini-Lessons

Reading, Writing & Phonics

UNIT INTRODUCTION

1 Introduce Unit 8: Earth Changes (15 min.)

SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, L.4.4

Pose Essential Question

Ask students to access the Unit 8 Opener in their texts or on their devices. Read aloud the Essential Question. Point out that an Essential Question does not have one simple answer. It encourages students to think deeply about the topic.


How do Earth's natural processes impact our lives?

Share

Ask each group's presenter to share their questions and ideas on a sticky note. Capture questions and ideas on sticky notes. Invite groups to add their ideas. This encourages students to share the ideas of others in construction.

UNIT INTRODUCTION

UNIT 8 • WEEK 1



Collaborative Conversation

Have students work in peer groups to generate questions throughout the unit. Remind them to construct strong, clear, and narrow questions that have one answer. You may wish to have each group designate a discussion director, notetaker, summarizer, presenter, and timekeeper. Model sentence frames to support participation of all students. For example:

- I wonder [what, how, why] _____.*
- I wonder how _____ affects _____.*

students communicate with one another. Based on your answers, you may wish to plan future lessons to support the collaborative conversation process.

Do peers...

- stay on topic throughout the discussion?
- listen respectfully?
- build on the comments of others appropriately?
- pose or respond to questions to clarify information?
- support their partners to participate?

I wonder how _____ affects _____.

Sample Guiding Questions/Initial Ideas

iELD Integrated ELD

Light Support

Provide frames for questions about earthquakes, tsunamis, and volcanoes:

- I wonder how _____.*
- What do _____?*
- In this week's reading, I would like to find out _____.*

Invite partners to use the frames in discussion, and then to share their ideas with the class.

Moderate Support

Write *earthquakes*, *tsunamis*, and *volcanoes* on the board for students to use in the above sentence frames during discussion with a partner. Invite partners to share their ideas with the class.

Substantial Support

Explain to students that Earth changes to be studied in this unit are earthquakes, tsunamis, and volcanoes. Write three words on the board for students to use in the above sentence frames during a class discussion:

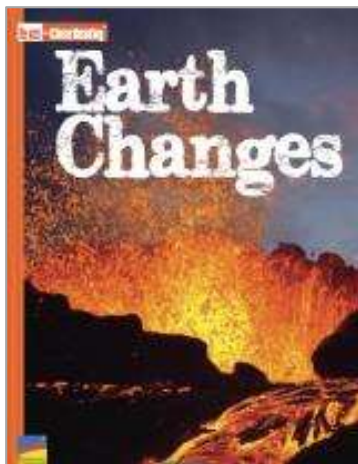
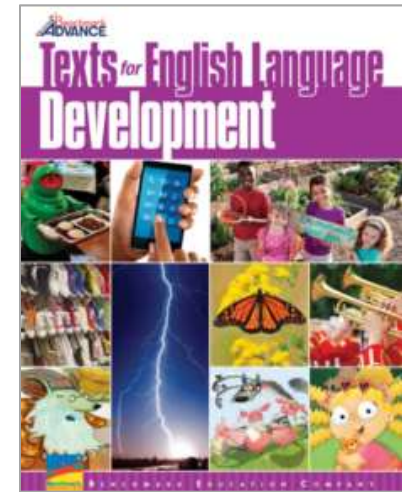
earthquakes	tsunamis	volcanoes
-------------	----------	-----------

Designated ELD:

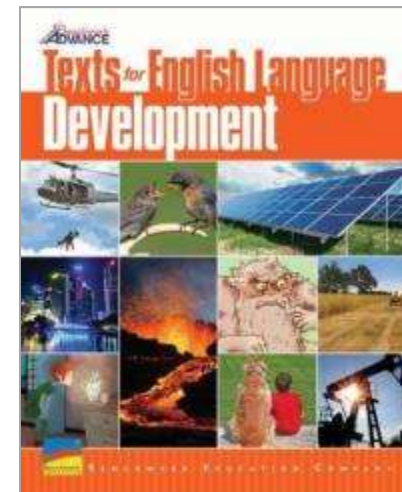
“Into and from the content”



Amplify
NOT Simplify!



Amplify
NOT Simplify!



Designated ELD

ELD Part I: Making Meaning

SHORT READ 1
Blue Tab
ELD TEXTS

Short Read 1

Earthquakes

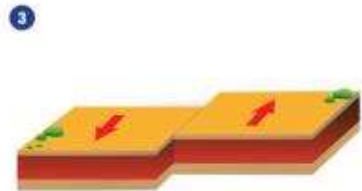
by Kathy Furgang



1 An earthquake is a sudden movement or shift of Earth's crust.



2 This thin outer layer is made of many interlocking pieces called tectonic plates....



3 When these plates shift or collide at their boundaries, an earthquake happens.



4 Earth's surface rumbles and shakes as the energy is released....

1. ThinkSpeakListen

Explain how an earthquake occurs.

Use English as a meaning making resource



When these plates shift or collide at their boundaries,



an earthquake happens.



As plates move apart,



valleys, rivers, and even oceans can form.

The Himalayan mountain range in Asia, for example, was formed when the Indo-Australian and Eurasian plates came together. The plates collided and pushed upward, slowly forming the mighty mountain range over the last ten million years.



2. ThinkSpeakListen

Describe a cause and effect to your partner.

Designated ELD

ELD Part II: How English Works

Learning how English works – not just a set of grammar rules!

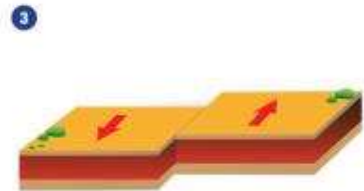
by Kathy Ferguson



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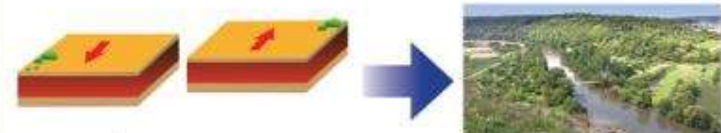
Explain how an earthquake occurs.

Use Cause and Effect Language



When these plates shift or collide at their boundaries,

an earthquake happens.



As plates move apart,

valleys, rivers, and even oceans can form.

The Himalayan mountains in Asia, for example, were formed when the Indo-Australian and Eurasian plates collided and pushed upward, slowly forming the mountain range over the million years.

Oral practice of using English to make meaning



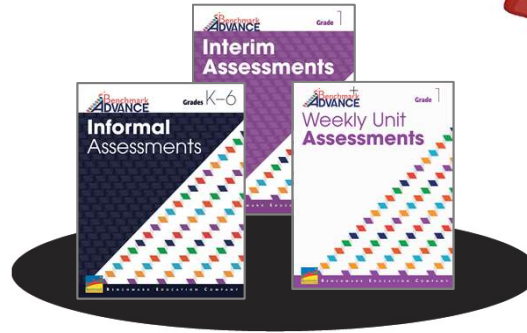
2. ThinkSpeakListen

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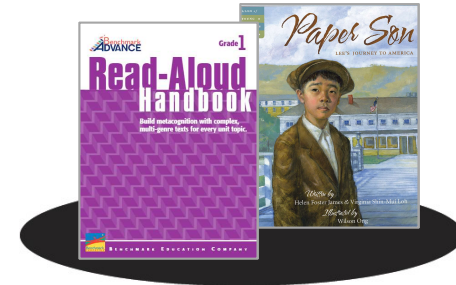
Benchmark Advance

Assessment

Small Group/
Independent Reading

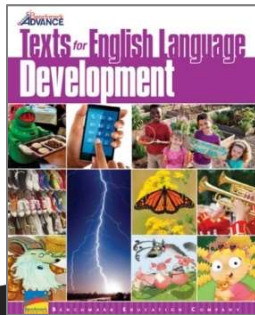


Interactive
Read Aloud



100% Print
and Digital

Texts for ELD:



Phonics/Word Study
Mini-Lessons



Reading/Writing
Mini-Lessons



Leveled Texts: Precise Levels

Differentiated Reading



90L C/4



BR C/3



160L C/4



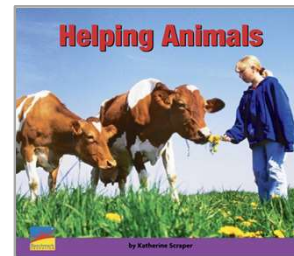
BR D/5



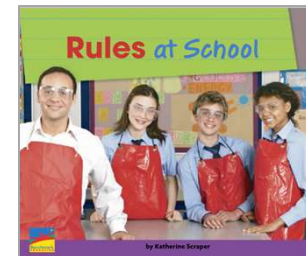
120L D/6



230L D/5



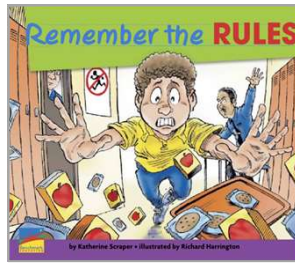
110L E/8



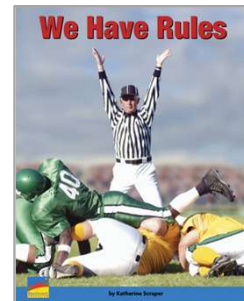
BR E/7



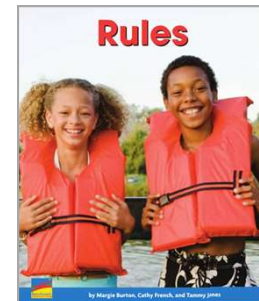
200L E/8



60L E/7



290L F/9

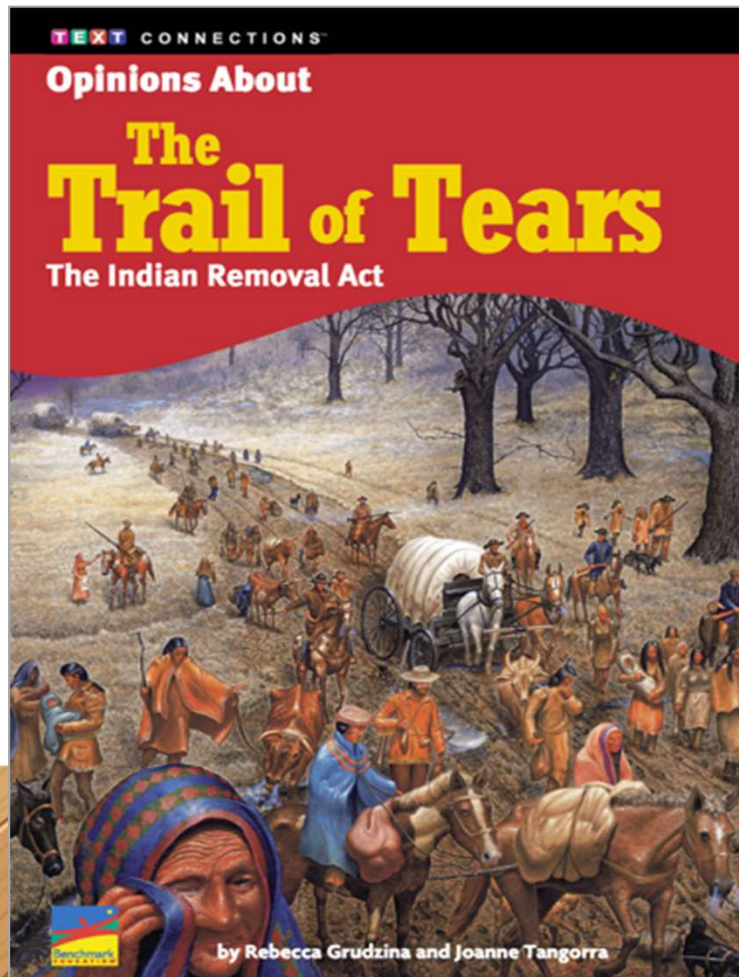


420L F/



Small-Group Lessons

Grades K – 6



NAVIGATORS™ Earth: Slow Changes Level Q/48
Levels 4-5/6L

Text Evidence Questions

Ways to Use This Card
 The reproducible questions on this card provide opportunities for students to read, analyze, and answer questions by finding text evidence. These questions reflect the item types students will encounter on new standardized reading assessments.

Guided Practice Build on the scaffolded close reading lessons in the teacher's guide, and work with students in small groups to answer these questions, providing support and text evidence.

Independent or Partner Practice Use these questions to answer assigned questions in the teacher's guide.

Common Core ELA Standards
 The questions on this card ask students to apply these Common Core ELA Standards.

RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text.

RI.3 Determine the main idea of a text and explain how it is supported by key details.

RI.5 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.6 Determine the meaning of general academic and domain-specific words or phrases as a text relevant to a grade 4 topic or subject area.

RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

Annotations:
 • Earth: Slow Changes Text Evidence Question Card
 • Earth: Fast Changes
 • Earth: Measuring It: Changes

Online Resources
 • E-book
 • Teacher's Guide

What Makes This Text Complex?

Purpose and Levels of Reading ::	The text gives concrete examples of erosion and slow earth changes, making concepts accessible to the age group (pp. 1-10)*
Structure ::	Clear chapter divisions and subheadings make chunks of text clear and easy to find (pp. 2-10)*
Language Conventionalty and Clarity ::	The text includes compound and complex sentences and many domain-specific vocabulary words essential to comprehension of the topic (pp. 10-11)* Readers will need some prior knowledge of outdoor vocabulary and concepts for the text to be fully absorbed (pp. 10-11)*
Knowledge Demands ::	

Guidelines for complexity dimensions from the CCSS are available in the following order: :: (Low) :: (Middle-Low) :: (Middle-High) :: (High)
 * Details refer to pages within this teacher's guide that address the given text complexity.

NAVIGATORS™ Earth: Slow Changes Intermediate Text: Science
Topic Set: Earth and Space

Text Evidence Questions

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 The questions on this card ask students to apply these Common Core ELA Standards.

RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text.

RI.3 Determine the main idea of a text and explain how it is supported by key details.

RI.5 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.6 Determine the meaning of general academic and domain-specific words or phrases as a text relevant to a grade 4 topic or subject area.

RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

Annotations:
 • Earth: Slow Changes Text Evidence Question Card
 • Earth: Fast Changes
 • Earth: Measuring It: Changes

Online Resources
 • E-book
 • Teacher's Guide

What Makes This Text Complex?

Purpose and Levels of Reading ::	The text gives concrete examples of erosion and slow earth changes, making concepts accessible to the age group (pp. 1-10)*
Structure ::	Clear chapter divisions and subheadings make chunks of text clear and easy to find (pp. 2-10)*
Language Conventionalty and Clarity ::	The text includes compound and complex sentences and many domain-specific vocabulary words essential to comprehension of the topic (pp. 10-11)* Readers will need some prior knowledge of outdoor vocabulary and concepts for the text to be fully absorbed (pp. 10-11)*
Knowledge Demands ::	

Guidelines for complexity dimensions from the CCSS are available in the following order: :: (Low) :: (Middle-Low) :: (Middle-High) :: (High)
 * Details refer to pages within this teacher's guide that address the given text complexity.



Reader's Theater



Teatro del lector



Personajes	Niveles	
Beth	J	18
Emily	J	18
Jimmy	K	20
Ramón	K	20
César Chávez	L	24
Sra. Nickels	L	24

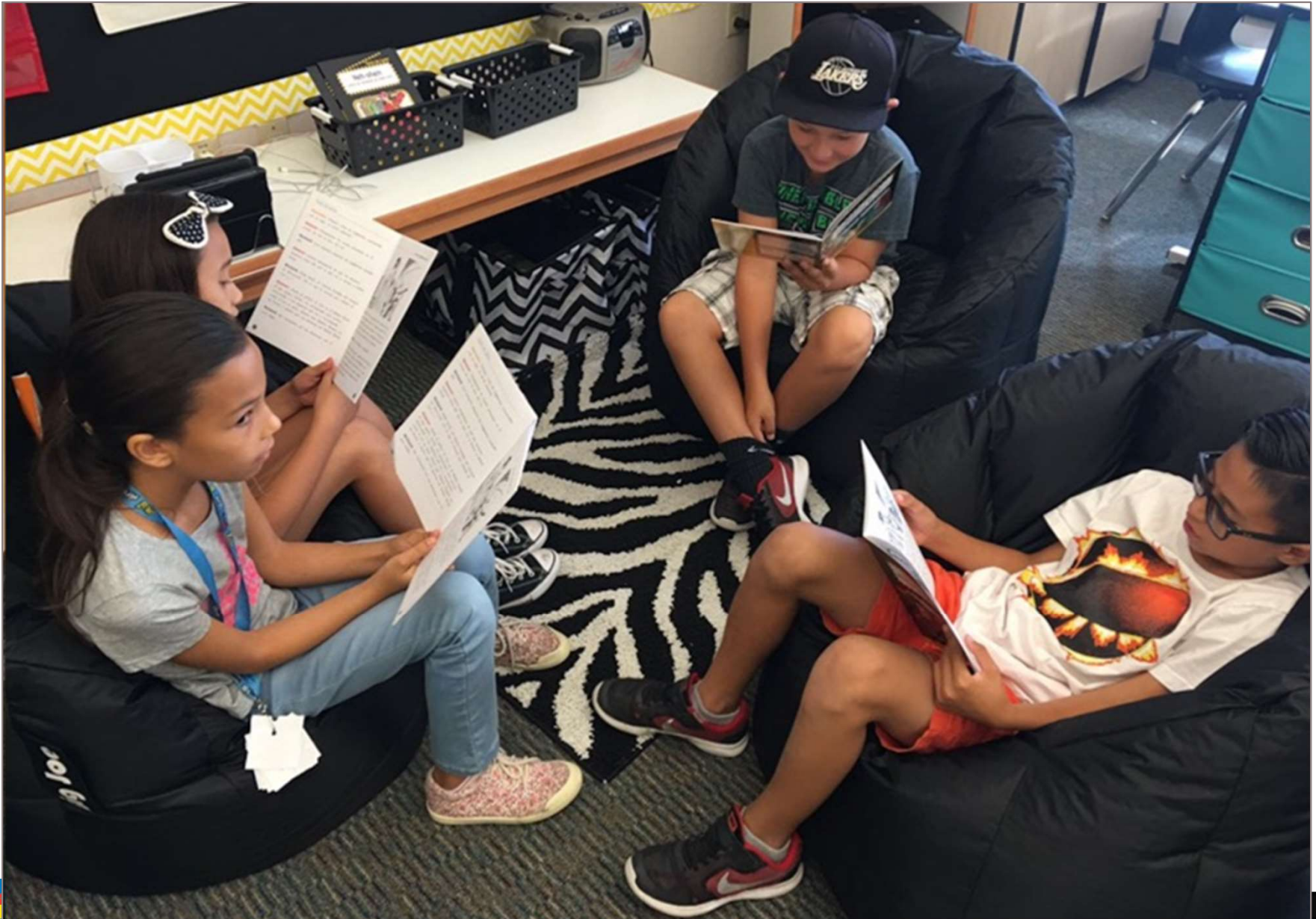
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BENCHMARK EDUCATION COMPANY

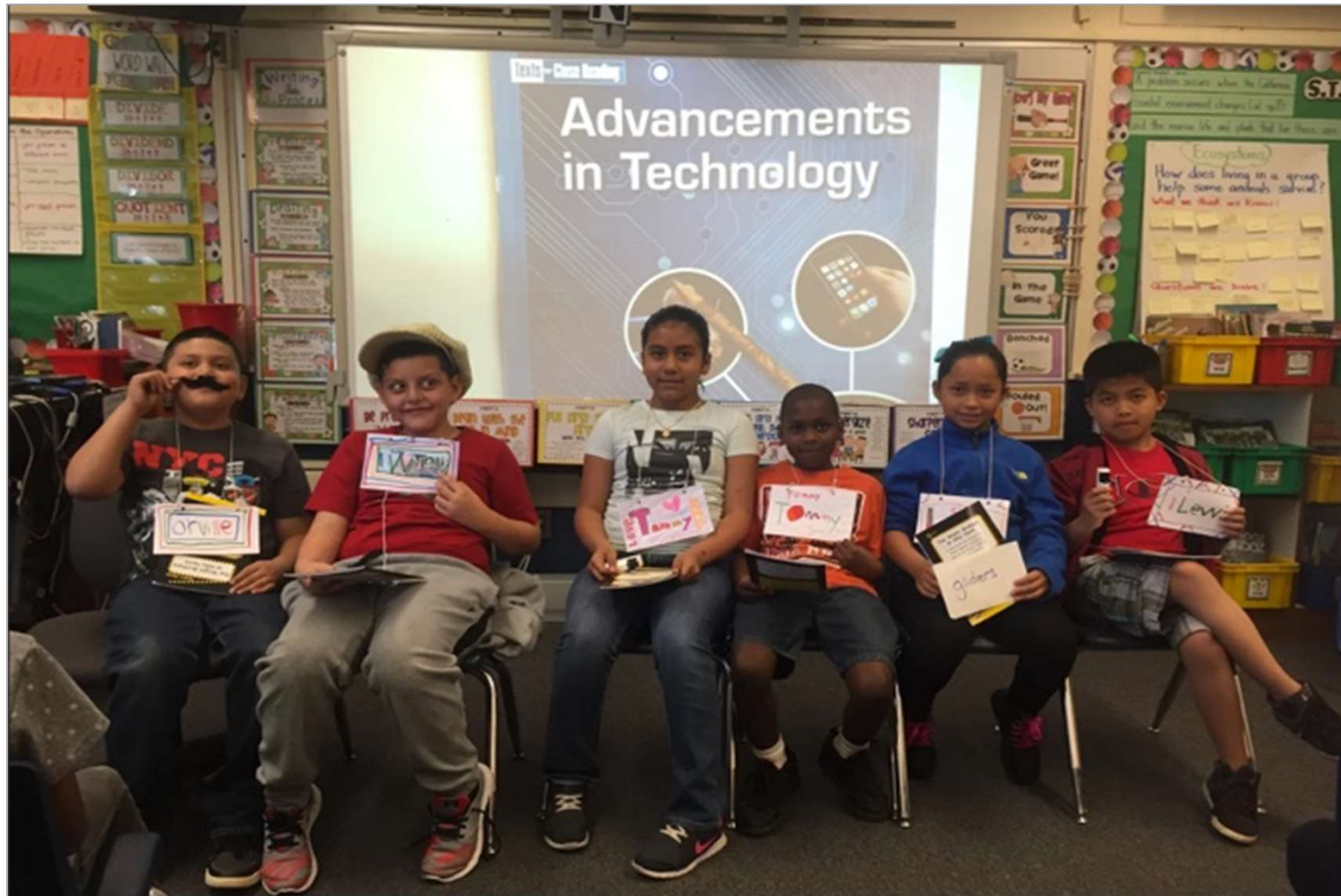
reserved

Reader's Theater Practice



Reader's Theater Performance

Reading, Listening, Speaking, Presenting



Intervention

Grades K–6



Differentiated Materials

DONE Edit mode

OFF AUTO **ON** ANNOTATIONS

1 A thunderstorm begins with moving air. Warm, light air moves up. It may rise because Earth's surface heats it. It may be pushed up by a hill.

When the warm air hits cold air higher up, water droplets form. We see the droplets as clouds. When the droplets grow large enough, they fall as rain. Sometimes hail falls.

2 Hail is small or large balls of ice that fall from thunderclouds.

3 **Small Vertical Motions**

40,000 Feet

32°

Heavy Rain

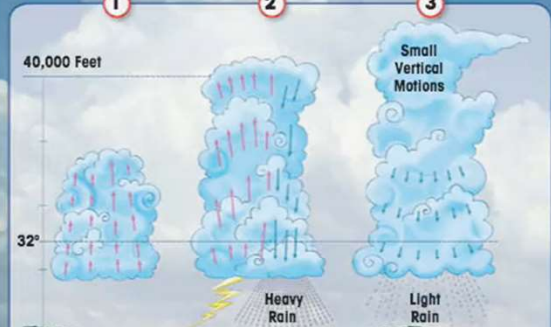



Light Rain

4 First, a cumulus cloud forms in the sky.

The cloud grows bigger. Rain falls, and there may be lightning, thunder, and hail.

The storm calms down, and the rain is light. Finally, it stops.

5



Inquiry Projects

UNIT
5

How do we make decisions about developing new technology?

Connect Across Disciplines Inquiry Projects

NO.1 Make a Time Lapse Movie

GA.8.A.7, W.6.6, W.7, 8.A.2, S.4.1, S.4.4, S.4.5, NGSS 4-ESS1-1

Student Objectives

I will be able to:

- Research a geological process involving fossil fuels.
- Use technology to write and create a video.
- Articulate the process used to create my video.
- Share my thinking with peers.

Materials

- Internet sources such as *BikeSize* (BBC), *Discovering Fossils*, and the U.S. Department of Energy, as well as online time lapse videos
- Video recording equipment

Investigate

- Show students some of the many time lapse videos available on the Internet. Then ask them to imagine that they could make a time lapse video of something that happened over millions of years, such as the development of fossil fuels.
- Ask students to research the creation of a fossil fuel such as coal or oil. They should find information and visual renderings of the process at different stages over time.

Create

- Working in their teams, students can create an imaginary time lapse video of the development of one fossil fuel over time by dissolving from one image to another.
- Students also should write and record a narrative presentation for their video. Prompt students to include observations and clear context when describing the different events.
- Finally, each team should create a brief description of the process they used to create their video.

Present

- Set up a screening process for the videos either on a class website, at the computer center, or on the Interactive Whiteboard. Have all students view all of the videos.

Reflect and Respond

- Give each team a chance to describe and answer questions about the process they used to create their video.
- Encourage students to reflect on what if anything they might do differently in making another such video.



NO.2 Design a New Transportation System

ELA.8.A.7, W.4.C, W.7, S.4.1, S.4.3, S.4.5, NGSS 3-5-ETS1-1, 3-5-ETS1-2

Student Objectives

I will be able to:

- Analyze requirements for a community transportation system.
- Research and/or invent future technologies.
- Design and describe a transportation system.
- Share my thinking with peers.

Materials

- Internet sources including *GoMag*, *Transit Future*, and other sources on transportation systems of the future
- Drawing materials including paper and colored markers

Investigate

- Ask students to enumerate all of the different kinds of transportation they've been reading about in this unit, from bicycles to solar cars. But what if they could invent an entirely new transportation system? Invite groups to imagine and design a new form of public transportation for your community.
- Ask students to begin by listing requirements for such a system: How many people would the system need to handle in a day? How many miles of road or track or space would the system need to cover? And so on.
- As a next step, the group should decide what technology it wants to use. Tell them they can use something already in existence, such as solar power. Or they may want to imagine/invent something totally new.

Create

- Each group should create a written description of its new transportation system and drawings showing the system in use, as well as the technology.

Present

- Ask each group to present its plan to the class as if "selling" the plan to the community. Encourage students to ask questions about each plan, including why the group chose (or invented) the technology it used.

Reflect and Respond

- After all of the presentations have been made, students should discuss in their groups the different plans. What seem to be the advantages and disadvantages in each plan?
- Students should consider what if anything they would change in their own plan after seeing the others.



NO.3 Write an Editorial

GA.8.A.7, W.6.6, W.7, W.8.1, S.4.2, S.4.3, HSS 4.5.1, 4.5.4

Challenge

Student Objectives

I will be able to:

- Research and form an opinion on state and national regulations.
- Cite evidence to support my opinion in a well-structured editorial.
- Compare the effectiveness of different editorials on the same topic.
- Share my thinking with peers.

Materials

- Internet sources including news articles from Bloomberg and other sources, the Air Resources Board at ca.gov, PBS, and the U.S. Environmental Protection Agency
- Sticky notes

Investigate

- Invite students to research and take a position on California's actions to curb auto emissions. Working in their groups, students should research the history of state and national legislation on auto emissions.
- In their research, students should include statements from both California and national political figures as well as significant statistics on both the effects of auto emissions and the efforts to curb them.

Create

- Ask students to work in their groups to write an editorial that could appear in a local newspaper. The editorial should state a position regarding the validity and effectiveness of state and national government regulation of auto emissions. In the editorial, writers should cite evidence for their opinions, including relevant statistics and at least one quote from a public figure.

Present

- Post the editorials and give students a chance to read and compare them. Encourage students to comment on and question the editorials on sticky notes.

Reflect and Respond

- Let students discuss the points made in each of the editorials and note whether they would like to make any changes in their own piece. Allow time for revisions.



Useful Resources

Buried Sunlight: How Fossil Fuels Have Changed the Earth by Holly Berg and Penny Chisholm (available for ELI)

Solar Power: Energy for the Future and Global Warming by Anne Rooney

An Illustrated History of Transportation by Kwanana T. Spangler

Making a Law (Fox Books: Civics) by Sarah E. De Capua

CCSS for English Language Arts

GA.8.L.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each medium reflects specific descriptions and directions in the text. W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; characterize sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8 Write routinely over extended time frames (one to several research, reflection, and writing) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SLA.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SLA.3 Identify the reasons and evidence a speaker or media source provides to support particular points. CA.SL.6 Report on a topic or text, tell a story, or recall an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.3 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

History–Social Science Content Standards

HS.5.4.3. Describe the structure (e.g., written documents, rule of law, consent of the governed, three separate branches) and functions (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments. 4.5.4. Explain the structure and functions of state governments, including the roles and responsibilities of those elected officials.

Next Generation Science Standards

NGSS 4-ESS1-1. Merely visitors from pictures to rock formations and fossils in rock layers to support a explanation for changes in a landscape over time. 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

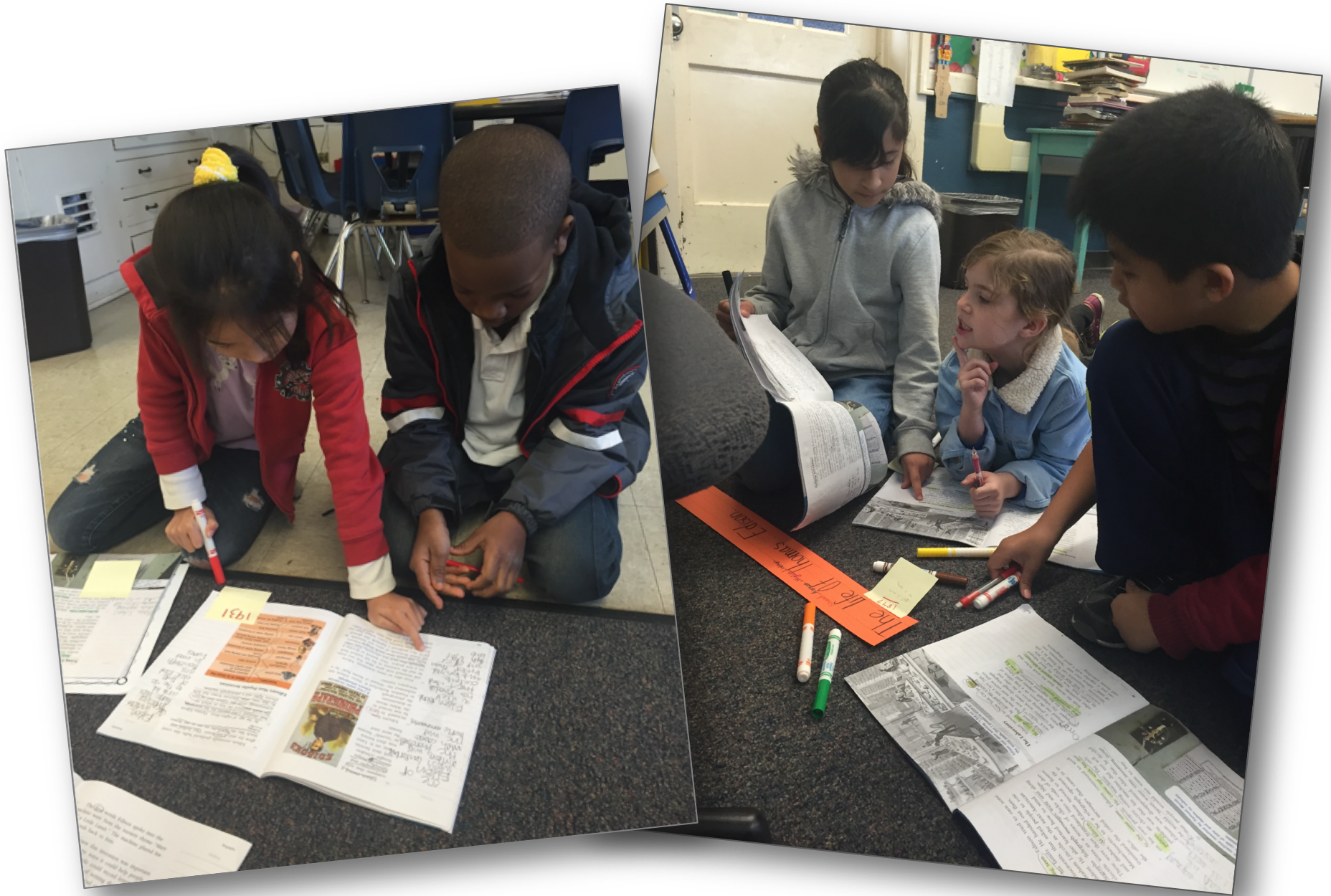


Computers:

eBooks: Reading & Listening, eAssessments, Research



Collaborative Work





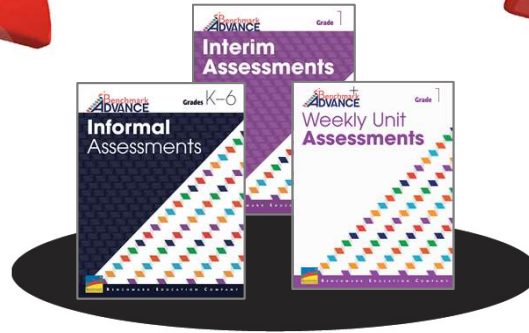
Flexible & Comprehensive
to Support Responsive Teaching



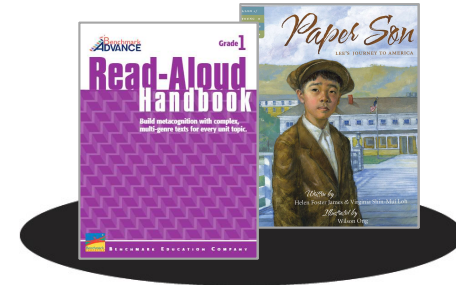
Benchmark Advance

Assessment

Small Group/
Independent Reading

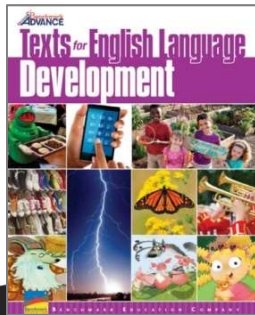


Interactive
Read Aloud



100% Print
and Digital

Texts for ELD:



Phonics/Word Study
Mini-Lessons



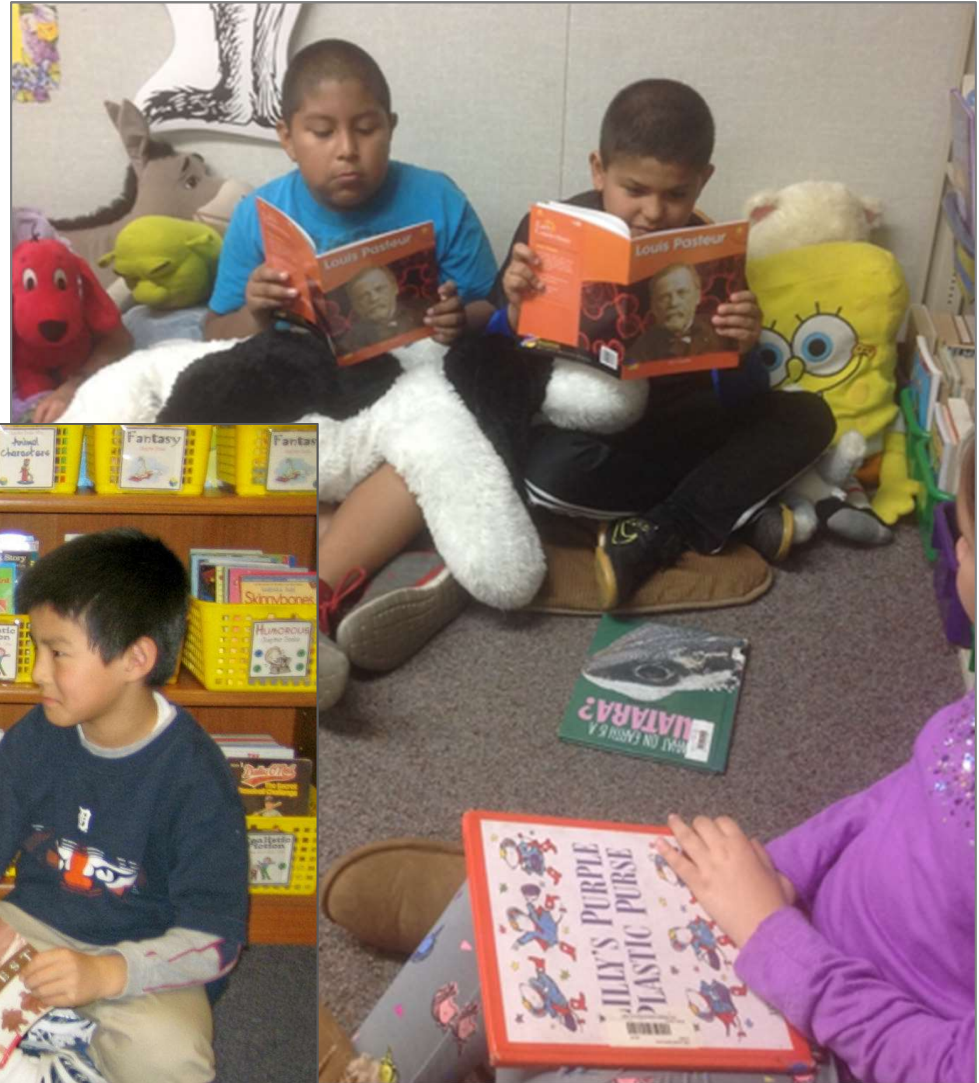
Reading/Writing
Mini-Lessons



Supports Responsive Teaching



Supports Responsive Teaching

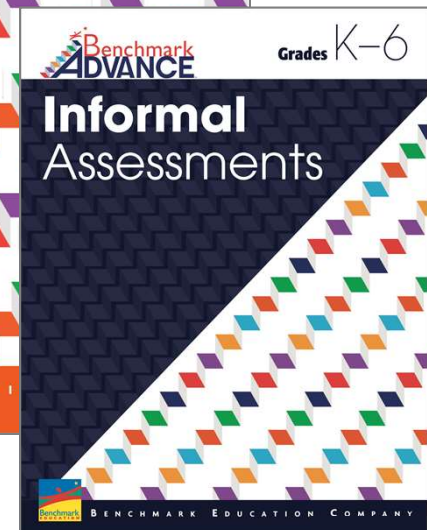
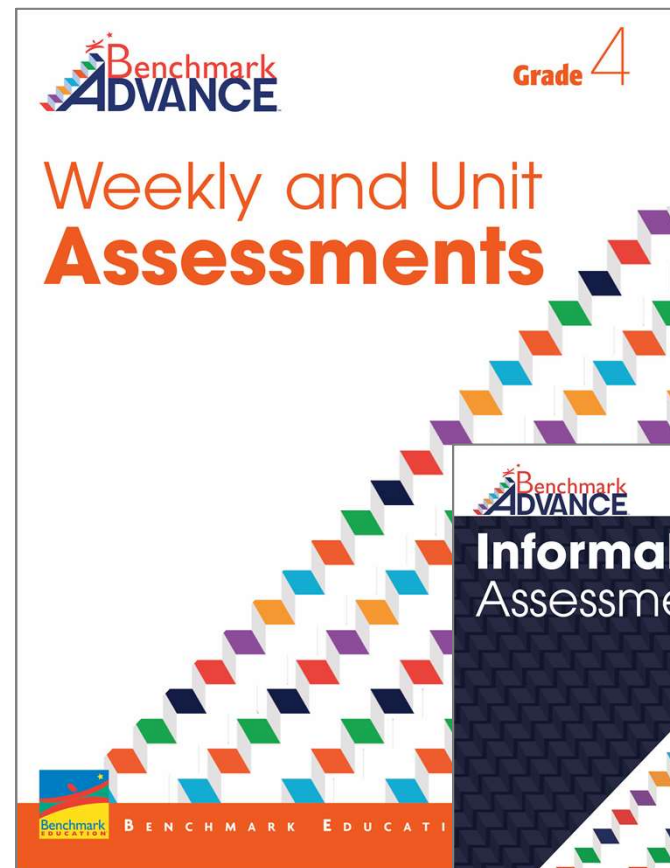
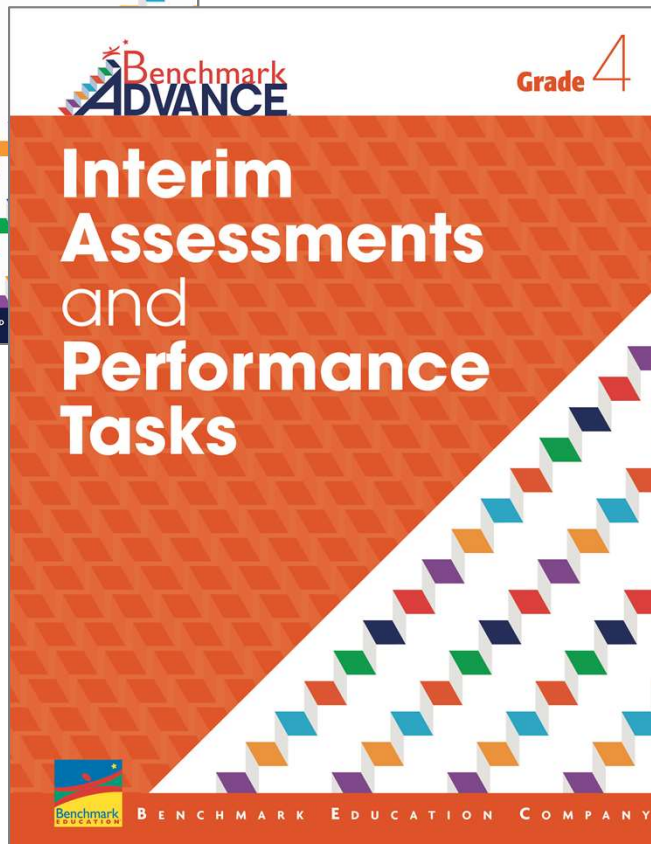
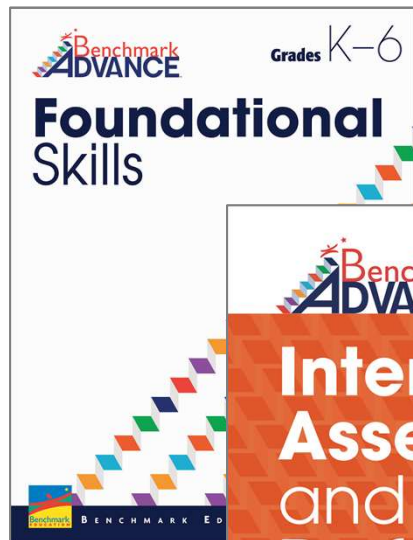


Supports Responsive Teaching

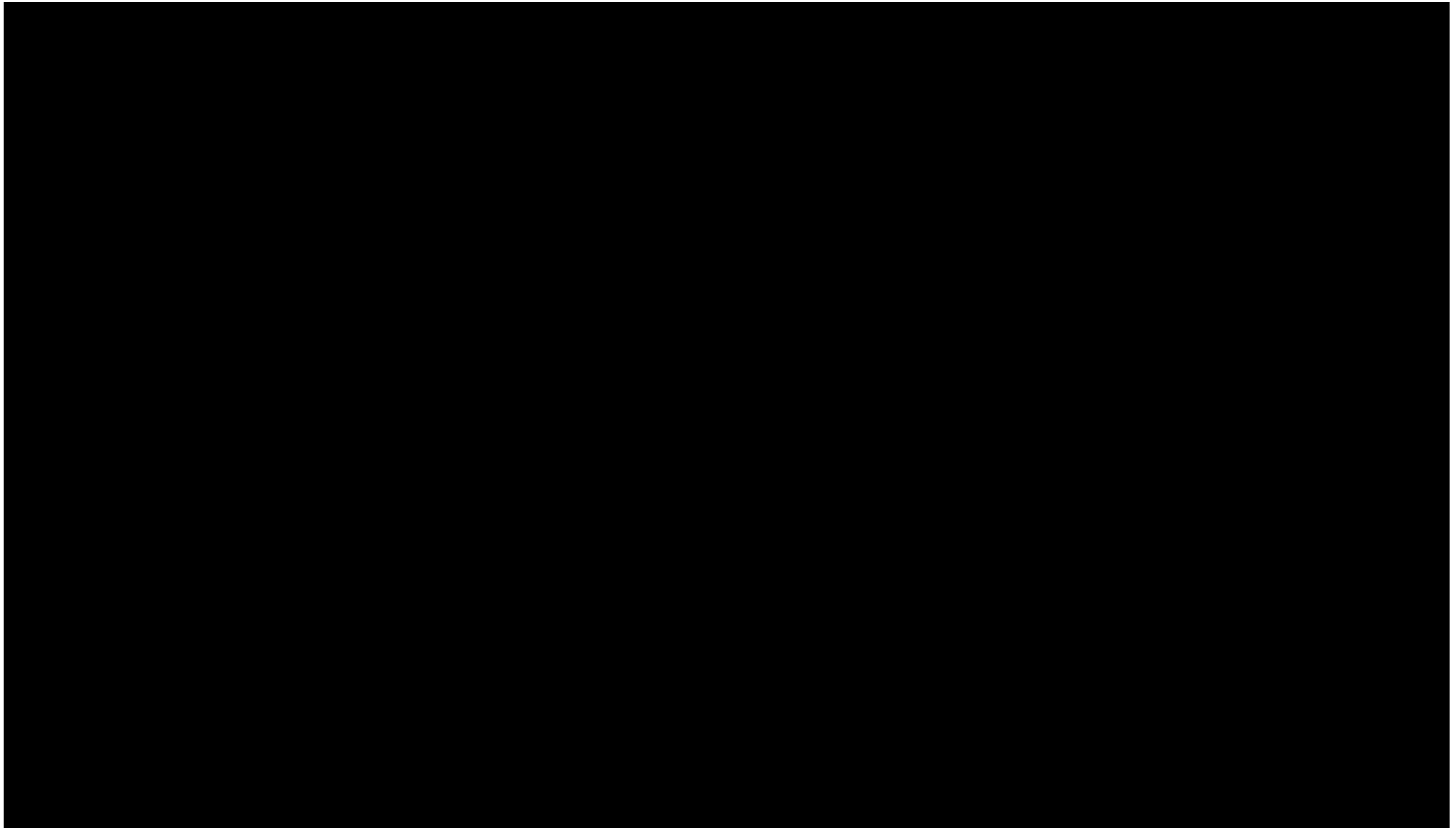


Assessment

Rigorous Assessment throughout the year!



eAssessments



Assessment Reports

Teacher Dashboard / Class Diagnostic

Class: J Boyle Class 515f3dc8d980c...

Test Name: Grade 3 Midtest
 Class Name: J Boyle Class 515f3dc8d980c64718000000 (2013 - 2030 FY) Teacher Name: Boyle
 No. of results: 13 Class average score: 80%

View: Standards Restrict results to tests taken in this class Print

Show only standards with 2 or more associated items

Standard	Description	Items	Avg.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	4	58%
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	2	77%
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	5	85%
RI.3.6	Distinguish their own point of view from that of the author of a text.	2	81%
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	2	96%

Students below mastery threshold (100%)

Student	Score
Gonzales, Tyrone	25%
Oliver, Marta	25%
CORREA, CALVIN	50%
Daniels, Wilson	50%
KAZEMIER, SAVANNAH	50%
Mcgee, Mitchell	50%
Walsh, Norman	50%
CAMPBELL, RACHEL	75%
Foster, Sabrina	75%
Lloyd, Marcia	75%
Adkins, Beth	100%



Advance & Adelante

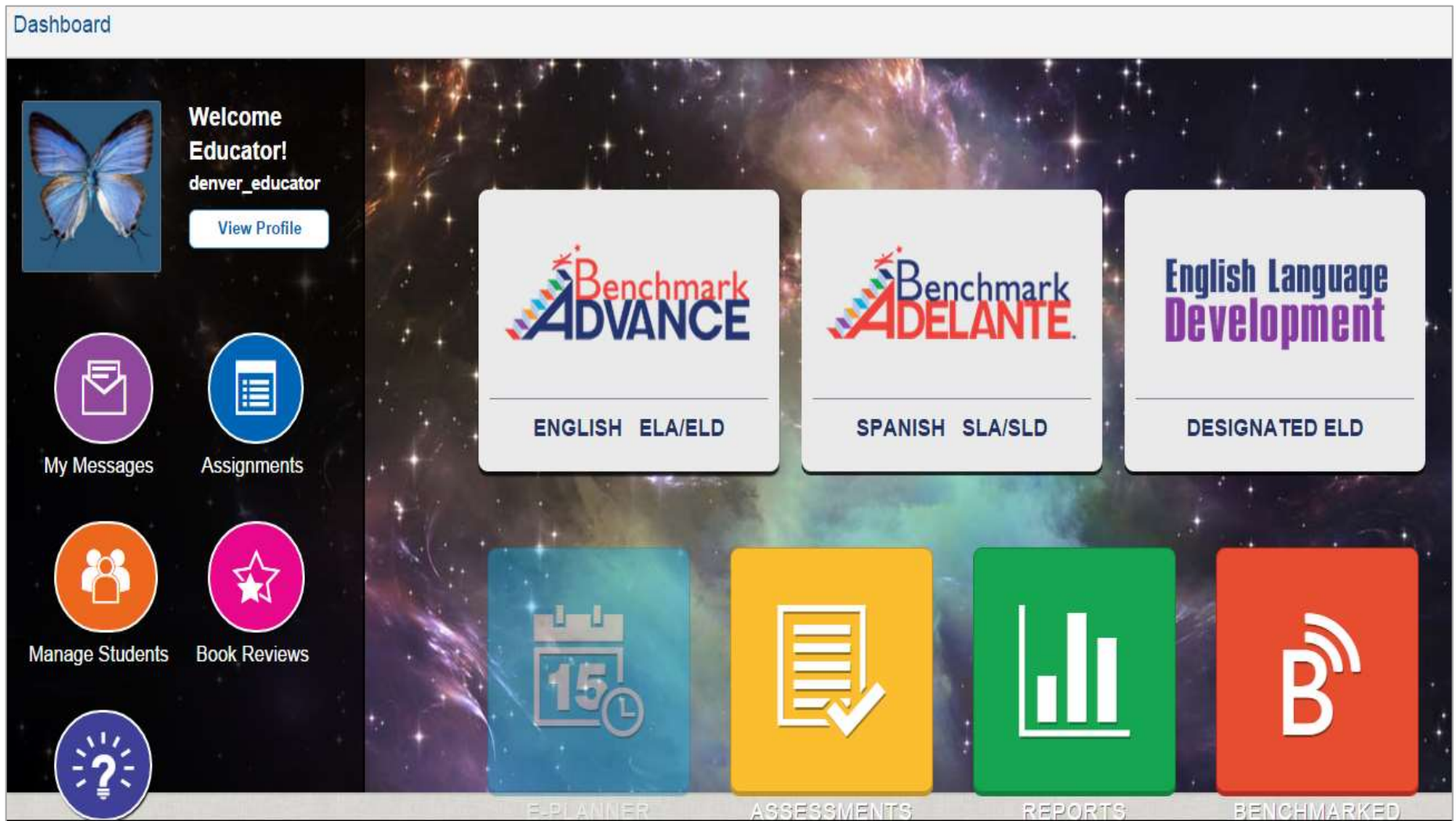
Teacher Experience



Benchmark Universe

Teacher, Student, and Parent Access

Dashboard



Welcome Educator!
denver_educator
[View Profile](#)

Benchmark ADVANCE
ENGLISH ELA/ELD

Benchmark ADELANTE
SPANISH SLA/SLD

English Language Development
DESIGNATED ELD

My Messages Assignments
Manage Students Book Reviews

LPI ANNER ASSESSMENTS REPORTS BENCHMARKED





Benchmark
ADVANCE™

STEP UP TO LITERACY



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