



Comprehensive Core Reading Program Self-Evaluation

A completed self-evaluation must be submitted on or before October 31, 2011 to: textbook@doe.in.gov.

Subject Area in which submitting	Reading													
Category for which submitting	Comprehensive Core Reading Program													
Publisher	Benchmark Education Company													
Title of submission	Benchmark Literacy													
Copyright date	2011 & 2012													
Intended Grade Levels	K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana's Academic Standards & Common Core State Standards)

Guidance on completing the form:

- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

PREPARATION OF SELF-EVALUATION

Person preparing the self-evaluation:

Name	Peter Clifford
Title	Director: Sales Support
Mailing Address	629 Fifth Ave., Pelham, NY 10803
Telephone	914-637-7215
Email Address	pclifford@benchmarkeducation.com


Signature

10/31/11
Date



WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

Northshore School District, Northshore, WA

- Districtwide Literacy Adoption implementation and training support
- Content presentations and onsite (per campus) demonstration lessons and coaching support
- Training for administrators and building coaches
- Customized collaboration and planning support for fidelity of implementation

Edmonds School District, Edmonds, WA

- District wide Literacy Adoption Implementation and training support
- Content presentations and scheduled onsite (per campus) demonstration lessons and coaching support
- Training for administrators and building coaches
- Customized collaboration and planning support for fidelity of implementation

Bellingham School District . Bellingham, WA

- District wide Literacy Adoption Implementation and training support
- Content presentations and scheduled onsite (per campus) demonstration lessons and coaching support
- Training for administrators and building coaches
- Customized collaboration and planning support for fidelity of implementation

HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

Please provide the research to support the learning needs of all students within your program.

English Learner Students:

English Language Learners are highly supported throughout Benchmark Education resources. In teacher's guides, academic language stems are used to support content and comprehension. Dedicated sidebars throughout all lessons help teachers meet the needs of beginning to advance language acquisition stages. Carefully written leveled texts provide the language and literacy supports essential to meeting the needs of ELLs. Frontloading of key vocabulary, visuals, graphic organizers, multiple opportunities to support listening and speaking, reading and writing can be found in all lessons. Text challenges such as verb tense, pronouns, prepositional phrases, possessives, contractions, multiple meaning words, and idioms are considered across each language and literacy developmental stages

Special Education Students:

Scaffolded language supports and sidebars dedicated to supporting special needs learners can be found throughout the teachers' guides. The use of technology, visual, and auditory recordings of texts are also provided as supports. In addition, the use of assessments that identify student needs helps teachers to make the instructional match to text level reading abilities and targeted skills and strategies needing additional reinforcement and/or instruction. In the teacher's guides, prompts for corrective feedback, modeling, and validation also help support differentiated instruction for all students. Flexible grouping options for small group Guided Reading lessons support the literacy development of special needs learners. Students with disabilities are also portrayed in positive light within the Benchmark Literacy's leveled texts.



High Ability Students:

Gifted and Talented Readers are supported through the use of small group, flexible grouping and targeted mini-lessons to support their reading development. Opportunities to engage in content rich and challenging texts are provided to meet the needs of students at a wide range of levels regardless of age or current grade level.

DESCRIPTION OF SUBMISSION

I. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE

READING PROGRAM *The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.*

Ia. Educational Approach

As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

Benchmark Education is known for its pedagogically sound, research-proven literacy solutions. Benchmark Literacy supports all the daily components of high-quality reading instruction, with a particular emphasis on the development of comprehension. You will find that Benchmark Literacy provides:

*Assessment to drive instruction. The Assessment Toolkit gives each teacher the formal and informal assessments needed to determine instructional needs and evaluate ongoing progress.

*Interactive read-aloud strategies are included to model good reader/metacognitive strategies with award winning trade literature

*Shared reading mini-lessons are used to explicitly model comprehension, vocabulary, and fluency with big books, mentor texts on posters and Reader's Theater scripts

*Differentiated small-group guided reading reading is built in that builds seamlessly on shared-reading instruction and addresses the needs of above-, on-, and below-level readers, as well as English learners and special-needs students.

Students read precisely leveled texts that introduce fiction and nonfiction text features developmentally, enabling students to practice and apply strategies they are learning.

*Independent reading - while the teacher provides smallgroup instruction, other students in the class are reading fiction or nonfiction titles, or practicing fluency passages.

*Phonemic awareness, phonics, and word study provide explicit lessons and hands-on tools to provide systematic instruction that builds developmentally and teachers students our language and its components.

*Writer's Workshop is built in to the daily schedule to build student's writing skills.

In Benchmark Literacy, metacognitive strategies and specific text comprehension strategies are developmentally introduced, explicitly taught, and carefully sprialed from Kindergarten through Grade 6. Assessment drives instruction. Each grade level has a Comprehension Strategy Assessment handbook that includes pre-, post-, and ongoing monitoring comprehension assessments for each speific comprehension strategy. These are the strategies students will be held accountable for on standardized reading assessments.

The pre-assessment, which covers all of the text comprehension strategies for each grade level, allows teachers to identify strengths and weaknesses of their students in specific areas of compreshesion. This information is then used to drive instruction. After explicit insturction with a particular comprehension strategy, the teacher can then progress-monitor an individual comprehension skill with an on-going assessment.

A unique feature of Benchmark Literacy is the tigh correlation between whole-group and small-group instruction. Each unit of whole-group instruction focuses on a specific text comprehension strategy and a metacognitive strategy. Week 1 focuses on explicit modeling and guided practice using short mentor passages on posters and interactive whiteboards. Week 2 provides and opportunity for students to practice strategies in the context of additional text models. And in



Week 3, students revisits previously taught skills and strategies and integrate new strategies through reader's theater rehearsals and performance.

The leveled text collection for each grade supports the same comprehension strategies taught during shared reading mini-lessons, and provides text at a range of levels aligned with state curriculum standards. The texts in the collection are organized by specific text comprehension strategy to help you make a seamless transition from whole to small group instruction. As a direct follow up to whole group strategy instruction, students achieve greater gains as they apply the comprehension strategy to a text at their developmental level. Gains can be measured through oral reading records found on our free website, m-class, or assessment books. Our texts can be correlated to lexile levels for monitoring with Common Core Standards of Reading Development.

Each leveled text in the collection is accompanied by a Teacher's Guide that explicitly teaches comprehension strategies. Comprehension instruction begins before the text is read when the teacher assesses prior knowledge and builds necessary background for the concepts and specialized vocabulary. After reading, a comprehension mini-lesson is provided for each text. In addition the lesson guides cover the other four essential elements of reading as well as supports for English Learners.

Benchmark Writer's Workshop K-6 offers Gradual –Release Instruction for the Process, Craft, and Conventions of Writing. These explicit mini-lessons come in each grade level's Teacher's Resource System. This teacher support shows every teacher how to lead an effective mini-lesson and confer with student writers in a productive, supportive way. Each unit of study is organized around a specific text type and genre, and all of the provided mini-lesson target skills and strategies that support that text type. The confident, experienced, writer's workshop teacher can fold these mini-lessons into his or her existing repertoire. The teacher newer to writer's workshop can use these mini-lessons to scaffold his or her professional development. The Genre focused units focus on informational text, narrative text, and persuasive text which are outlined in the Common Core standards.

For ease of use and to help teachers establish a consistent routine in their writer's workshop, every day follows a consistent 4 step gradual release structure.

Step 1: Mini- Lesson Focus

Teachers explain and model the lesson focus section to the whole class. Each focus section included think-alouds and step by step instruction for effective modeling.

Step 2: Mini- Lesson Rehearse

Students work with a partner to practice and discuss the lesson focus prior to independent writing.

Step 3: Independent Writing and Confering

Students write independently at whatever stage of the writing process they are in. If appropriate, students apply the mini-lesson focus. Teachers use Responsive prompts to support and scaffold writers to meet individual students needs.

Step 4: Share

Each day's workshop ends with teacher and students reflecting on their writing experiences

Phonemic Awareness, Phonics, and Word Study is included to build strong decoding and word solving strategies. This explicit instruction covers grades K-6. Each kit in the program builds seamlessly upon the other one to provide a complete continuum of phonics and word study skills students need to comprehend challenging text.

Each kit in the program reflects the most current research on how to teach phonemic awareness, phonics, and word study effectively. Each unit provides 20 -30 minutes of daily instruction for a 5-day cycle per targeted skill area. Lessons build sequentially and include an ongoing spiral review of previously taught skills. Opportunities to engage in active, hands-on, multi-modal activities connect explicitly taught skills in the context reading, writing, and spelling. Screening, and placements assessments, pre/post assessments, ongoing progress monitoring, and unit specific assessments accompany each grade level kit.

Alignment to the Common Core Standards

Benchmark Literacy explicit and systematic instruction is correlated with the Common Core Standards. The Benchmark Literacy resources provides a wide variety of fiction, non fiction texts, support tools and a management system for whole group, small group instruction in reading, writing, vocabulary, comprehension, and fluency as well as specific phonemic awareness, phonics, and word study skills. The Benchmark Education resources enable teachers to work effectively with



ALL students to develop the critical speaking, listening, reading, writing, thinking, and research strategies and skills students need as they transition from grade to grade.

Ib. Teacher components of the Comprehensive Core Reading Program

(Please include the format description of each item & alignment with scientifically-based reading research.)

See Attached

Ic. Student component of the Comprehensive Core Reading Program

(Please include the format description of each item and alignment with scientifically-based reading research.)

See Attached

DESCRIPTION OF SUBMISSION

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

2a. Ancillary Materials – Teacher Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

See Attached

2b. Ancillary Materials – Student Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

See Attached

2c. Does your program have a companion intervention included with this submission?

No

PROFESSIONAL DEVELOPMENT

3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? *Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).*

In your description, please address the following:

Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).



- *Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.*
- *Teacher instruction in the administration and interpretation of assessment that accompany the program.*
- *Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.*

See Attached



The following two sections apply only to digital materials. If the materials being submitted are in print only, please check the box below and skip the *Hardware and Equipment* and *Licensing* sections. If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

The program being submitted is print only.

HARDWARE AND EQUIPMENT

4a. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

Briefly list and describe the hardware and equipment needed to implement the submission in the classroom.

If the school chooses to purchase the optional online assessments, e-books and/or interactive whiteboard resources, this software requires at minimum computers. The interactive whiteboard resources can be used on a computer with any projection device, but are optimized for use with an interactive whiteboard.

4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?

Briefly list and describe the hardware and equipment that accompanies the core reading program.

None provided.

4c. IS THE PRODUCT AVAILABLE IN E-READER FORMAT OR SMARTBOARD COMPATIBLE? IF SO, WHAT DEVICES IS IT COMPATIBLE WITH? (IPAD, NOOK, KINDLE, ETC.)

As mentioned above online assessments, e-books and interactive whiteboard resources are available as optional purchases. (See attachment called *Optional E-Resources to Accompany Benchmark Literacy*.) The interactive whiteboard resources can be used on any interactive whiteboard. The e-books can be used on any device running the Android application.

4d. WHAT REPORTING STRUCTURES ARE IN PLACE FOR TEACHERS TO TRACK STUDENT USAGE, MASTERY, OR OTHER RELEVANT DATA?

See attached.

4e. WHAT ADDITIONAL FEATURES OR OPTIONS ARE AVAILABLE THROUGH YOUR PRODUCT FOR CUSTOMIZING LEARNING?

Interactive Whiteboard offers teachers opportunities to customize learning through the edit and present mode. Teachers can engage students through pen, text box, hyperlink, and YouTube. In addition, teachers can add lesson plan notes, add screens with interactive activities and assessment opportunities.

Customization for E-Books offer teachers use with highlighter and pen tools, adding post-it notes to set purpose for reading or other instructional purposes to individualize instruction. Teachers can differentiate instruction by assigning students books at their appropriate level to read anytime, anywhere with 24/7 availability. From a user perspective, students can search their library, control the reading experience with volume, repeated readings, comprehension activities, look up the meanings of words to extend vocabulary. In addition, The interactive tools are highly engaging which are critical aspects for English Language Learners and Special Needs Students.



LICENSING

5a. WHAT SET-UP AND ONGOING SUPPORT AND LICENSING FEES APPLY TO THE DIGITAL COMPONENTS OF THE PROGRAM?

Benchmark Education has on staff dedicated support personnel to assist with the set up, training and follow-up assistance for technology users. These support staff are available via phone or email 5 days a week during normal business hours. Emergency support off hours can also be arranged.

Usage fees are based on an annual, web-based subscription model. See attachment called Optional E-Resources to Accompany Benchmark Literacy for pricing.

5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?

Per-student model, building model, concurrent seat model, corporation model, etc.

Annual subscription are based on a per building model.

5c. IF STUDENT ACCOUNTS ARE NECESSARY, WHO IS RESPONSIBLE FOR MAINTAINING STUDENT REGISTRATION, CREATION, AND ACCESS?

Benchmark Education is responsible for initial set-up of access to e-resources in terms of establishing the customer account. After that the school can input student registrations, create new student accounts and provide access to their own students.

5d. IS THE PRODUCT AVAILABLE FOR STUDENT USE 24/7?

Yes



K-6 Resources for 30 Weeks of Instruction

Whole-Group Mini-Lesson Resources

K	1	2	3	4	5	6
Comprehension Anchor Posters (20)						
CCBB Big Books (4)	CCBB Big Books (7)	CCBB Big Books (4)				
SRC Big Books (4)	SRC Big Books (2)	SRC Big Books (2)	Genre Workshop Posters (20)			
FtoF Big Books (2)	FtoF Big Book (1)	FtoF Big Books (4)				
MFRT Lap Book & Small Books (10)	RTNRS Big & Small Books (10)	FML/CAC F-M (10)	FML/CAC F-M (10)	FML/CAC N-U (10)	FML/CAC N-U (10)	RT Classics (10)
Fluency Posters (15)						

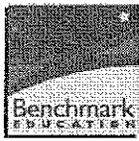
Small-Group Reading

Comprehension Anchor Classroom Sets

K	1	2	3	4	5	6
Anchor Text Set	Anchor Text Set	Anchor Text Set	Anchor Text Set	Anchor Text Set	Anchor Text Set	Anchor Text Set
70 Titles A-D/1-6	150 Titles C-J/3-18	90 Titles H-N/13-30	70 Titles M-R/28-40	60 Titles O-S/34-44	70 Titles Q-W/40-60	70 Titles T-X/44-60

Instruction and Assessment

K	1	2	3	4	5	6
Gr. K Teacher Resource System (2)	Gr. 1 Teacher Resource System (2)	Gr. 2 Teacher Resource System (2)	Gr. 3 Teacher Resource System (2)	Gr. 4 Teacher Resource System (2)	Gr. 5 Teacher Resource System (2)	Gr. 6 Teacher Resource System (2)



Optional E-Resources to Accompany Benchmark Literacy

978-1-4509-3220-2	\$995	School-Wide Benchmark Literacy Online Comprehension Strategy Assessment Subscription - 1 year
978-1-4509-3219-6	\$1195	School-Wide Benchmark Literacy E-Book Subscription - 1 year
978-1-4509-3218-9	\$1195	School-Wide Benchmark Literacy Interactive Whiteboard Resources Subscription – 1 year

Please note that the above resources are not sold by individual grade levels. The price quoted is for K-6 materials and covers a 1 year, building-wide, web-based subscription.



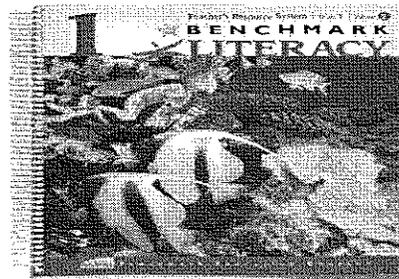
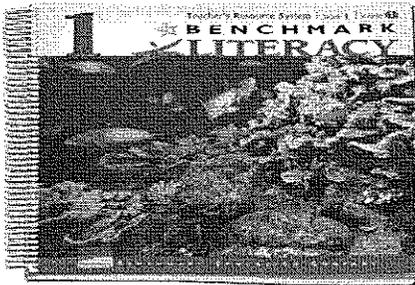
Question 1B

1b. Teacher Components of the Comprehensive Core Reading Program

Benchmark Literacy Comprehension Instruction

Teacher's Resource Systems

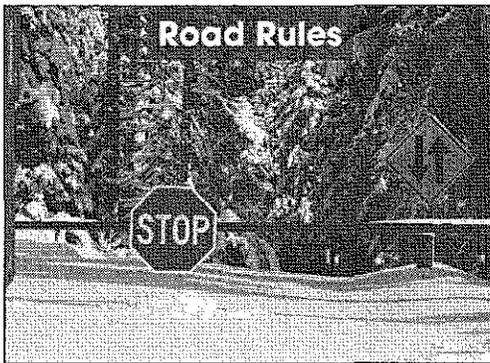
In Benchmark Literacy, metacognitive strategies and specific text comprehension strategies are developmentally introduced, explicitly taught, and carefully spiraled from Kindergarten through Grade 6. Each grade has 2 volumes of a Teacher's Resource System that covers the explicit and systematic instruction for the whole group instruction. There are 10 units. Each unit lasts for 3 weeks, therefore providing for 30 weeks of instruction. This timeframe accommodates time needed for assessment, beginning of year routines and rituals, holidays, local decisions, instructional mandates and initiatives at the state, regional or district level throughout the year.



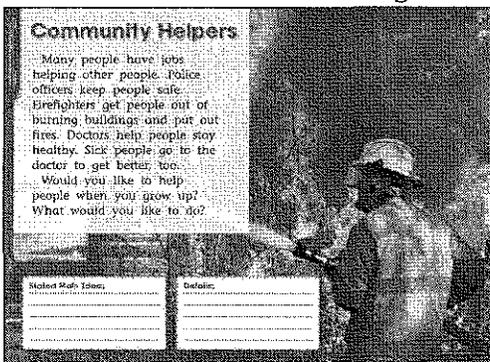
Week 1 includes a targeted focus on explicit strategy instruction with comprehension anchor posters.
Week 2, the focus is on building strategy and skill awareness in the context of genre study leveled texts
Week 3 provides the opportunity to ensure students integrate strategies and develop skills as proficient readers in an engaging format that incorporates fluency posters, reader's theater scripts and mini-lessons, linking fluency and comprehension.

Interactive Comprehension Anchor Posters for Grades K-6 provides a context for explicit comprehension strategy instruction. This explicit whole-group instruction is then reinforced during small-group reading with exemplary comprehension-focused leveled texts provided within each grade-level text collection. Each grade level teacher receives 20 Comprehension Anchor Posters with clings.

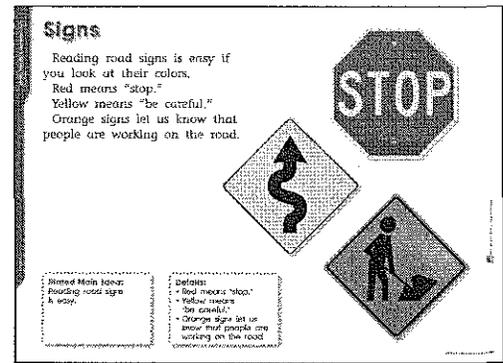
Shared Reading Mini-Lesson Focus	
Grades K-2	Grades 3-6
<ul style="list-style-type: none"> • Comprehension • Concepts about Print • Nonfiction text and graphic features • Text structure and organization • Vocabulary development • Fluency • Shared Writing 	<ul style="list-style-type: none"> • Comprehension • Genre study/literary analysis • Text and graphic features • Text structure and organization • Vocabulary • Fluency • Shared writing



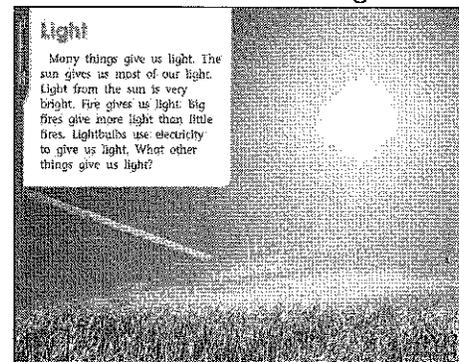
Poster 1: Introduce the strategies.



Poster 3: Guide practice with the strategies

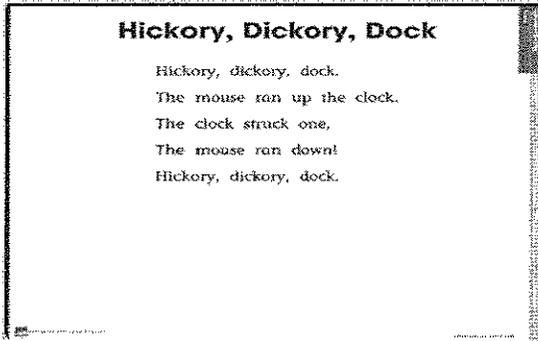


Poster 2: Model the strategies



Poster 4: Apply the strategies.

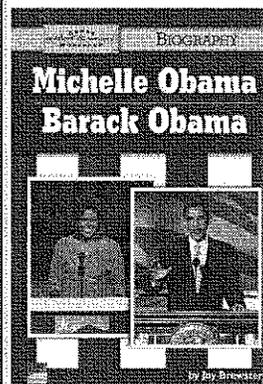
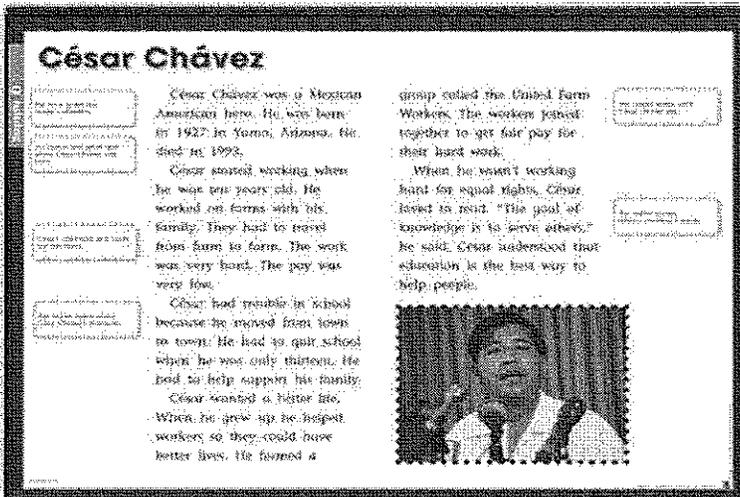
Fluency Posters for Grades K-6 target specific expressive readings skills that support comprehension and fluency. Each teacher grades K-6 receives 15 Fluency Posters.



The fluency poster empowers students to take an active role in extending their fluency. Although reading accurately and at a grade appropriate rate are important elements of fluency, a truly fluent reader has mastered the key elements of fluency: pacing, pausing, pausing phrasing, inflection, and intonation, and reading with expression. A truly fluent reader seamlessly employs these skills together. The posters provide systematic and explicit instruction in the above fluency skills to create a well developed reader.

Genre Workshop Posters for Grades 3-6 introduce the features of key genres found in English-language arts standards, and provide mentor texts for students to analyze. These whole-group mini- lessons prepare students to read the Readers & Writers Genre Workshop titles provided in the small-group leveled text collections for each guide.

Grades 3-6 teachers receive 20 Genre posters with (matching small books)



Explicit instruction focuses on:

- Genre characteristics
- Literary elements and techniques
- Analyzing story elements (character, plot, setting, mood, theme, etc)
- Writing in the genre
- Text-to-text literary analysis

A teacher's guide for each accompanying text provides the appropriate scaffolding for students at that text level, ensuring that students master the genre as well as vocabulary, comprehension, and fluency skills. Each text is also accompanied with a Comprehension through Deductive Reasoning Question Card. In addition, the teacher's guide supports teachers with an explicit teaching model to introduce the key elements of each genre, analyze the genre, and finally how to transfer the learning to writing. See the Steps below:

1. Read about the Genre.
2. Read and analyze examples of the genre.
3. Read and analyze the annotated mentor example to think like a writer.
4. Write an example in the genre.

The genres included in the series include;

Fiction:

- Fables
- Fairy Tales
- Historical Fiction
- Legends
- Mystery
- Myths
- Plays
- Pourquoi Tales
- Realistic Fiction
- Science Fiction
- Tall Tales
- Trickster Tales

Non Fiction

- Biography

- Informational Texts
- Journals
- Memoirs
- Personal Narratives
- Persuasive Letters
- Persuasive Essays
- Reviews

Reader's Theater Big Books or Lap Books for Grades K-1 help teacher's model concepts about print, early reading strategies, and fluency skills to scaffold your students toward small group rehearsal and performances. Each Grade K teacher receives 10 Reader's Theater Lap Books plus matching small books.

My First Reader's Theater

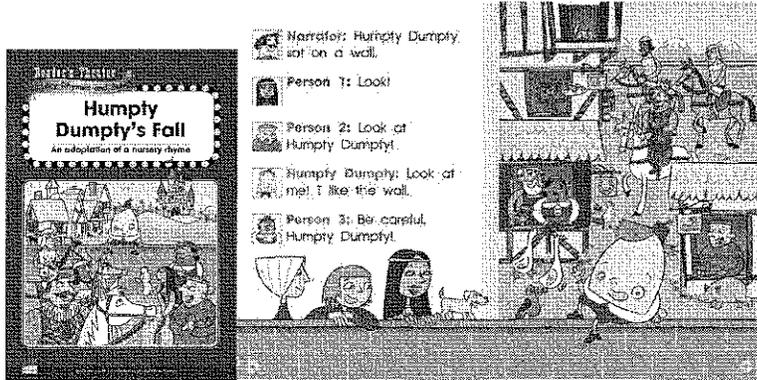


Do you like  ?
Yes! We like  .
We have some  .



My First Reader's Theater engages pre-reader and beginning readers with fun choral reading lap books. Each book contains three part choral reading scripts with repetitive language structures that support nonreaders and beginning readers. These text support readers in their acquisition of sight word knowledge and in their development of early reading strategies and concepts about print. Finally, Interactive Whiteboard Resources bring the content to life using supplied lesson plans or customize your own.

Readers Theatre with Nursery Rhymes and Songs



Readers Theatre with Nursery Rhymes and Songs builds literacy with scripts based on traditional songs and Mother Goose rhymes. These engage readers with multi-leveled emergent scripts for beginning reading instruction. Finally, Interactive Whiteboard Resources bring the content to life using supplied lesson plans or customize your own. Each 1st grade teacher receives 10 Reader's Theater Big Books plus matching small books.

These scripts:

- Support readers at levels A_E (1-8)
- Build Fluency and Comprehension
- Develop oral reading and prosody skills
- Improve Listening skills
- Develop confidence and self image
- Develop silent reading and tracking skills
- Allow for heterogeneous grouping

Fiction and Nonfiction Big Books for Grades K-2 allows students to apply reading strategies in the context of engaging literary experiences. Each K –Second grade teacher receives 10 Big Books (including fiction and nonfiction titles)

Non Fiction Big Books

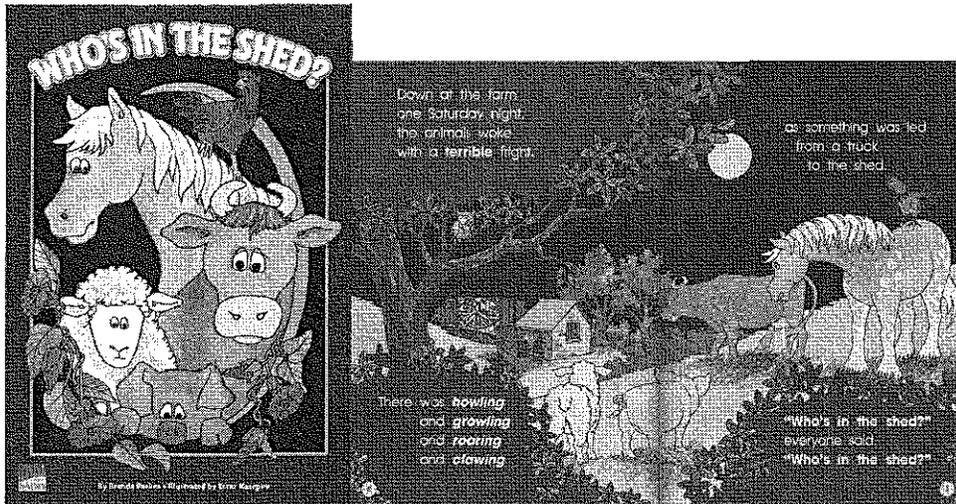


The Non-Fiction Big Books and matching small books help K-2 teachers introduce young student to nonfiction text in the areas of social studies, science, and math. Each title includes the nonfiction text structures and features that support comprehension of the topic. Teachers can introduce content and vocabulary to all students by using the Big Books in a whole-group setting. The Big Book themes align with the themes in the leveled text collection to provide a seamless transition from whole to small group reading instruction. In addition, an audio CD and an interactive E-book support learners in an independent setting. Finally, Interactive Whiteboard Resources bring the content to life using supplied lesson plans or customize your own.

These books enable teachers to teach:

- Nonfiction text features and structures
- Nonfiction reading strategies
- Academic language and vocabulary
- Big ideas based on curriculum standards

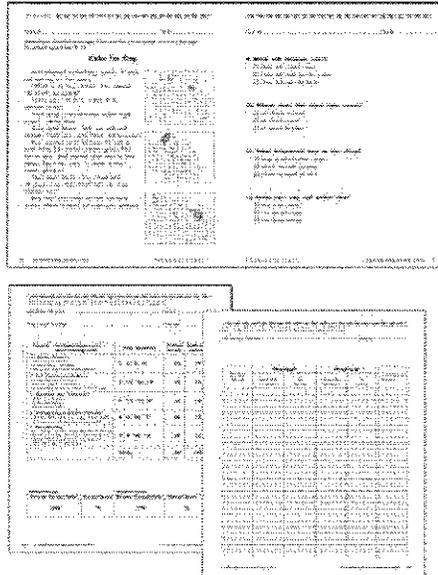
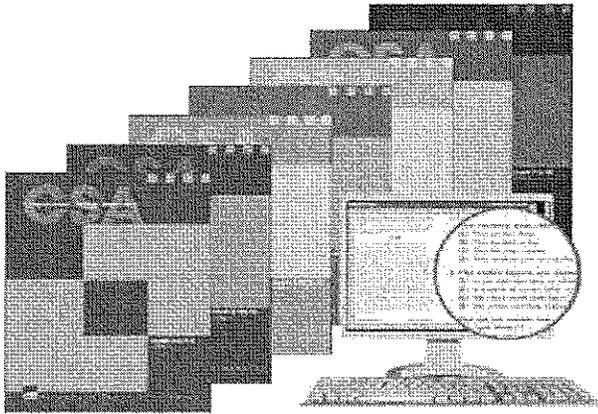
Fiction Big Books



The Fiction Big Books and their matching small books motivate young students with high-interest, supported by lush illustrations that make rereading a joy. They also build excitement and interest in reading, and discussing, familiar stories with familiar characters and plots. Most importantly, these books allow teachers to model explicitly the essential literacy skills of phonemic awareness, phonics, vocabulary, fluency, and comprehension. These books:

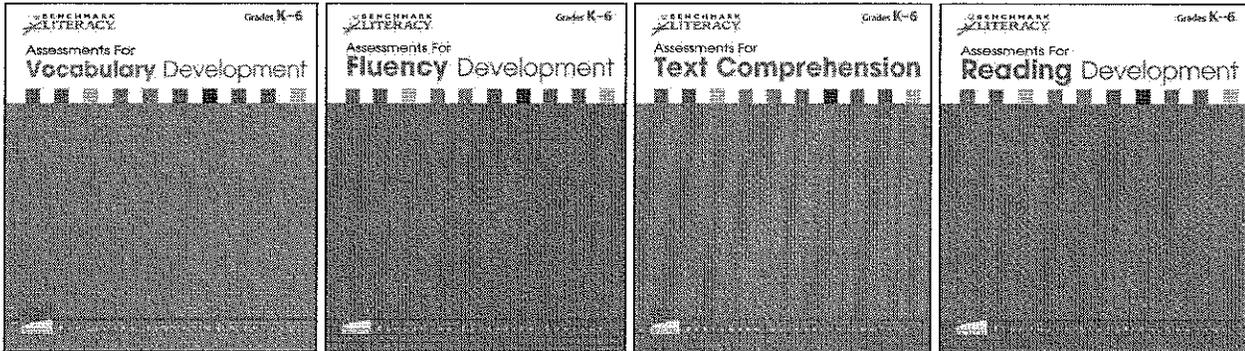
- Develop early reading strategies
- Teach story elements
- Build rich vocabulary and oral language
- Encourage a love of reading

Formal Assessment Components



Grade-Specific Comprehension Strategy Assessment Handbooks provide pre and post assessments for all program strategies. The item analysis form at the back of each handbook allows teachers to analyze student proficiency in specific types of comprehension strategies. Each handbook also includes two progress monitoring assessments per strategy so teachers can monitor students' ongoing progress. Information from the Pretest can be used to help plan instruction, make curriculum decisions, and select reading materials to match students' needs. Pretest scores can also be used as a baseline data for evaluating students' progress from the beginning of the school year to the end. The ongoing assessments may be administered after completing instruction in particular strategies, or they may be administered at other appropriate times, such as the end of each grading period. These assessments may also be used as listening comprehension assessments as well.

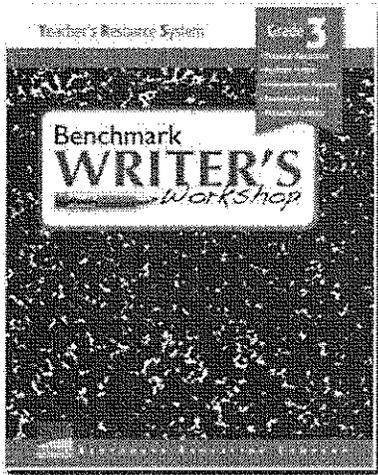
Informal Assessment Components



Informal Assessment Handbooks for reading comprehension, writing, spelling, and fluency, vocabulary, and English Language development provide teacher observation checklists, forms, and rubrics for ongoing assessment. These forms can be used to record observation of student performance during whole and small group instruction. Developmentally appropriate student self assessment checklists are also provided.

Benchmark Writer's Workshop

Benchmark Writer's Workshop K-6 offers Gradual –Release Instruction for the Process, Craft, and Conventions of Writing. These explicit mini-lessons come in each grade level's Teacher's Resource System. This teacher support shows every teacher how to lead an effective mini-lesson and confer with student writers in a productive, supportive way. Each unit of study is organized around a specific text type and genre, and all of the provided mini-lesson target skills and strategies that support that text type. The confident, experienced, writer's workshop teacher can fold these mini-lessons into his or her existing repertoire. The teacher newer to writer's workshop can use these mini-lessons to scaffold his or her professional development. The Genre focused unites focus on informational text, narrative text, and persuasive text which are outlined in the Common Core standards.



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Step 1: Mini- Lesson Focus

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Step 2: Mini- Lesson Rehearse

Students work with a partner to practice and discuss the lesson focus prior to independent writing.

Step 3: Independent Writing and Conferring

Students write independently at whatever stage of the writing process they are in. If appropriate, students apply the mini-lesson focus. Teachers use Responsive prompts to support and scaffold writers to meet individual students needs.

Step 4: Share

Each day's workshop ends with teacher and students reflecting on their writing experiences.

Shared Reading Mentor Big Books for Grades K-1 introduces genres and provide authentic contexts for mini-lessons. **Mentor Read Aloud Text for Grades 2-6** stretch narrative, informational, and Opinion/Argument writing skills using authentic texts.

Benchmark WRITER'S WORKSHOP Grades K-1
Lay the Foundation for Narrative, Informational, and Argument Writing with Mentor Big Books

Sample Grade K Mentor Big Book Journals



Sample Grade 1 Mentor Big Book Book Reviews

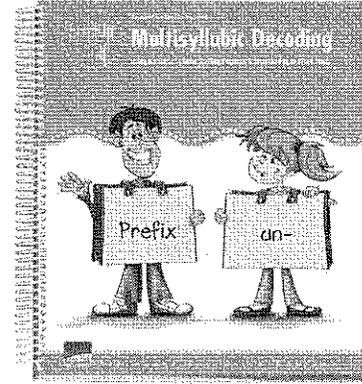
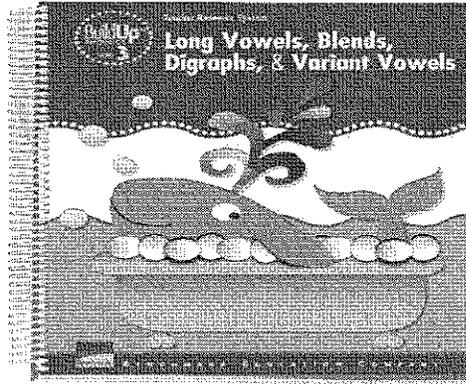
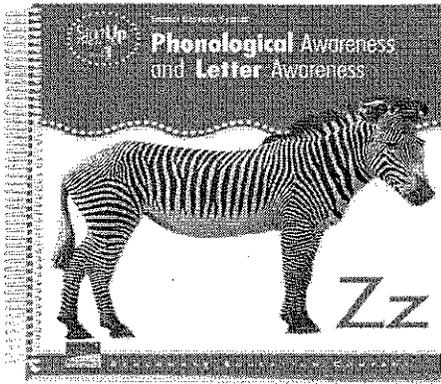



Benchmark WRITER'S WORKSHOP Components by Grade

All program content may also be accessed on the Benchmark Writer's Workshop Teacher Resource Site.

<p>Kindergarten</p>  <p>3 Shared Reading Books to support writing activities.</p>	<p>Grade 2</p> 
<p>Grade 1</p>  <p>11 Shared Reading Books to support writing activities.</p>	<p>Grade 3</p> 
	<p>Grade 4</p> 
	<p>Grade 5</p> 

Benchmark Literacy Phonics for Grades K-2. Start Up, Build Up & Spiral Up



Benchmark Literacy Phonics presents a research-based, explicit, and systematic approach to teaching the phonemic awareness and phonics skills students need when learning to read. In order to shape a young student's development of phonemic knowledge, Benchmark Literacy creates opportunities to provide students at different stages of literacy growth with varied experiences that promote automatic and flexible control of sound/symbol relationships across the phonics continuum. Each lesson K-2 is designed around a 20-30 minute framework. Each five-day unit focuses on a single phonetic element and its sound, while reviewing previously learned skills. Instruction over the five days moves from direct modeling and guided practice to real reading of decodable books and skill review through independent literacy center activities. Each day includes explicit instruction for phonemic or phonological awareness, sound/symbol relationships, blending, spelling, and sight words. Instruction is included to support and motivate all learners. Sidebar tips are included to support ELL students or special needs students with multi sensory manipulatives and other engaging activities. Each teacher K-2 receives a yearlong explicit and systematic teacher's guide that supports research based instruction in the area of Phonemic Awareness and Phonics. All lessons are interactive and multi-modal to support all learners. Assessment is an integral part of the program. Pre/post assessment is included in each grade level kit as well as unit Quick checks to monitor progress on a weekly basis. Other teacher materials include, poetry posters, picture word cards, letter cards, song and rhyme CD, Frieze cards, decodable word cards, alpha strip, sight word cards, alphabet chart, blends and digraph chart, and poetry CD.

Word Study and Vocabulary for Grades 3-6



There are four developmentally sequenced word study and vocabulary kits. The levels range from the beginning syllables and affixes stage to advanced derivational and constancy stages of the developmental spelling continuum. Each skill bag kit provides all the lesson resources and tools needed for whole group, guided practice, and independent practice. To shape the development of phonics, spelling, and vocabulary knowledge, Word Study & Vocabulary Skill Bags provide students at different stages of literacy growth with varied experiences that promote automatic and flexible control of advanced decoding and word analysis strategies. The systematic lessons will:

- Build a foundation for successful word study instruction
- Explicitly reach new and challenging word study elements
- Foster word play to support vocabulary development
- Support and motivate all learners
- Help all learners achieve their full potential

These kits provide the following elements of effective instruction to support word analysis and vocabulary development.:

- Assessments that inform instruction
- Modeled, guided and independent practice
- Linked phonics, spelling and vocabulary development
- On-going spiraled review of previously taught skills and strategies
- Short passages for connected reading
- Word study notebooks
- Blending and decoding practice
- Spelling and decoding practice

- Oral discussion and written reflections
- Support for English learners
- Word study investigations



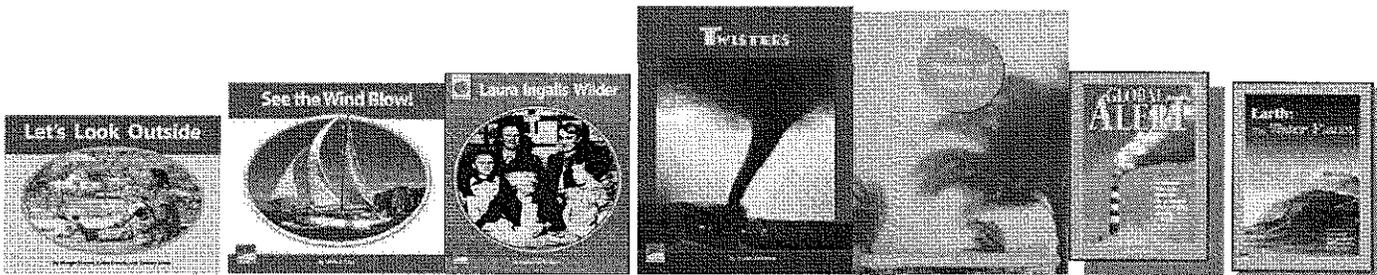
Question 1C

1c. Student Component of the Comprehensive Reading Program

Leveled Text for Small Group Reading

Each grade level in Benchmark Literacy has a leveled text collection that supports differentiated reading instruction for students at a range of guided reading levels. Each grade-specific collection includes both fiction and nonfiction titles specifically chosen to address the comprehension strategies students have learned and practiced during whole group shared reading mini-lessons. To support seamless whole-to-small group strategy instruction, these texts for Grades K-6 span a range of guided reading levels from A/1 to X/60. In addition Benchmark Literacy leveled text titles are organized by unit comprehension strategy for seamless strategy instruction.

Benchmark Literacy offers a wide variety of text for small group instruction at each grade level. All resources are designed around the philosophy and practice of comprehensive literacy instruction. The resources can be used with students at a range of developmental levels, and they are flexible enough to be tailored to different instructional approaches and learning styles.



All texts K-6 teach critical comprehension strategies that unlock meaning embedded in print and pave the way for future learning. The program serves all students, from those who are just learning to read and write to those who read and write complex texts for many purposes. Throughout the Benchmark Literacy Guided Reading text sets, students learn to:

- Read developmentally appropriate nonfiction and fiction texts
- Practice metacognitive strategies
- Practice comprehension and word-solving strategies
- Analyze the characteristics of different genres and text structures
- Use a wide range of text and graphic features
- Use process writing steps to brainstorm topics, write, edit and revise, and publish
- Express ideas through oral discussion and conversations
- Integrate all cueing systems and essential skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension)

The Benchmark Literacy Grade Level Texts sets feature:

- **math, science, and social studies** texts aligned with national and state content standards and tied to essential informational nonfiction themes
- **fiction-to-fact** text-pair sets that introduce features of fiction and nonfiction texts, provide differentiation and text-to-text connections, and build content-area concepts and vocabulary
- **careers** books that introduce emergent readers to the world of work
- **biographies** that introduce early and fluent readers to contemporary and historic role models
- **how-tos** that teach sequential text structure as students read and follow step-by-step procedures
- **fiction and drama**, including fantasy, realistic fiction, folktales, historical fiction, and science fiction
- **differentiated instruction text pairs for science and social studies** for grades 3-5. This series called **Bridges** provides high-interest core curriculum content written below level for struggling readers to match the on grade-level content for on-level readers.

Literary Quality of Benchmark Education Leveled Texts

The leveled texts for small group Guided Reading contain many supportive literacy and language supports for students reading at A/1 to V/60 levels.

Emergent Grades K-1

Photographs

I see 2 puppies.
I see 3 kittens.
I see 5 in all.

- Nonfiction/Fiction
- 16 pages; print on only 8 of the pages
- Direct-to-high
- Picture/text match
- Developmental print placement
- High-frequency word at the beginning of every line for return sweep
- Predictable language patterns
- Structural changes

Early Grades 1-2

Headings

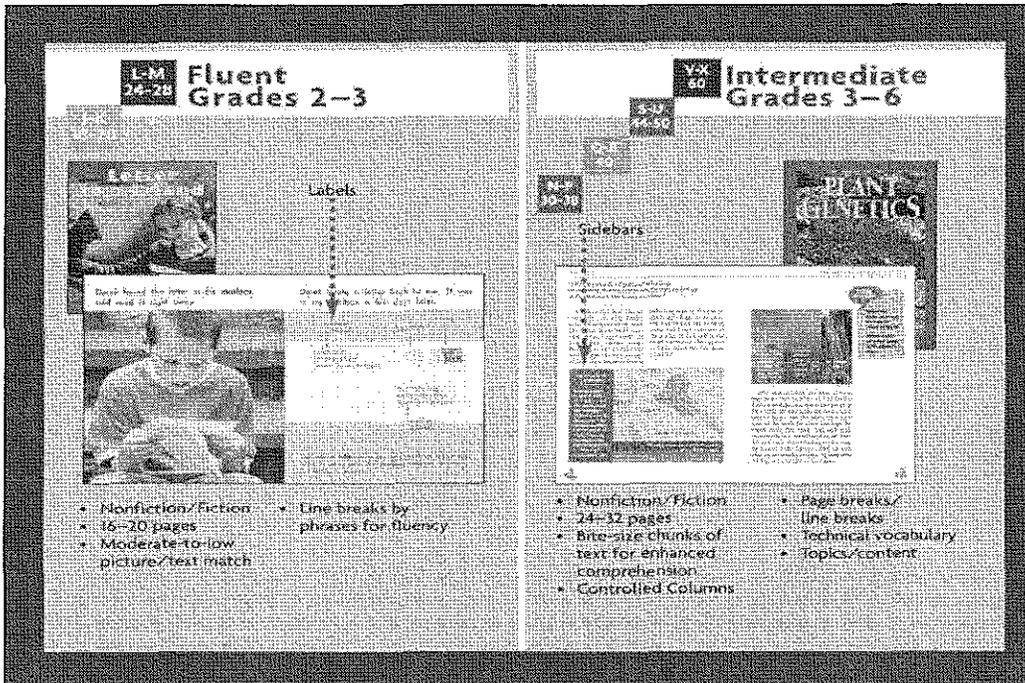
Do Horses Live in the Desert?

Horses can live in the desert. They like to eat grass and hay. They can run very fast.

At the end of the world, I see and want to look at all the great things. I see the end of the world.

I see a horse in the desert.

- Nonfiction/Fiction
- 15 pages
- Moderate picture/text match
- Varied print placement
- High-frequency word at the beginning of every line for fluency



Nonfiction text features are also carefully scaffolded across levels to support readers as they acquire understandings of the genre. Nonfiction text structures are also found throughout the book and in lessons to support comprehension.

NONFICTION SCAFFOLDING

Developmental Introduction of Nonfiction Text and Graphic Features							
	A-C 1-4	D-E 5-8	F-G 9-12	H-I 13-16	J-K 17-20	L-M 24-28	N-X 30-60
Photographs	✓	✓	✓	✓	✓	✓	✓
Illustrations	✓	✓	✓	✓	✓	✓	✓
Labels			✓	✓	✓	✓	✓
Captions			✓	✓	✓	✓	✓
Diagrams			✓	✓	✓	✓	✓
Maps			✓	✓	✓	✓	✓
Table of Contents				✓	✓	✓	✓
Chapter headings				✓	✓	✓	✓
Glossary					✓	✓	✓
Index					✓	✓	✓
Boldfaced words					✓	✓	✓
Sidebars/text breakers						✓	✓
Front & back cover blurbs							✓
Author photo and biography							✓
Pronunciation guides in text							✓
Subheads							✓

Multicultural Awareness & Diversity

Benchmark Education is committed to supporting multicultural awareness and sensitivity to the diversity represented in our nation's classrooms. This commitment can be found through the careful selection of images for texts, inclusion of background information and support for teachers, and the carefully written, considerate texts that spotlight all cultural and gender groups in positive contexts. The following examples spotlight the various ways multicultural awareness and diversity is handled throughout the Benchmark Literacy's leveled texts.

Accurate & Non-stereotypical Representation

Contemporary, urban settings with characters from different cultural heritages, ages, genders and socio economic levels are found in many texts. Children of color are shown in suburban, middle and upper class neighborhoods. Men, women, and children of different races, ethnicities, and abilities are represented in a variety of roles and careers

What Is My Suburban Neighborhood Like?

My name is Lindsey and I live in a suburban neighborhood. I live outside of the city where it's not so busy. Many people here have houses with yards. There's not as much traffic here as in an urban neighborhood.

Every morning, Chris and I meet at the corner. We ride our bikes to school.

This is a suburban neighborhood.

County Government

Most states are divided into counties. A county is an area of land that includes taxing communities. People who live in a county pay for the people in the county government. The leaders of county governments are officials such as sheriffs and commissioners (such as judges).

Local Government in Action

Local government makes laws. It also provides services to citizens. Police officers, firefighters, and election workers provide the services.

How does local government pay for all of the services? Citizens and businesses pay taxes to the local government. The local government then decides how to use the money. People do not always agree about the decisions. But leaders try to work things out so that both sides are satisfied.

POINT

Local government provides services that are important to the community. Local government provides services that are important to the community.

Inclusion of students with physical disabilities appears throughout many texts. Children of different ethnicities and genders are shown doing scientific experiments.

CHAPTER 3

Genotype and Phenotype

The genotype (DNA code) leads to the actual genetic makeup of an organism. The phenotype (physical traits) is the result of the genotype and the environment. The phenotype is the observable physical traits of an organism. Many people believe that you can tell a person's genotype by looking at their phenotype. This is not always true. All human beings share 99.9% of the same genetic material.

It's a Fact

Genetics is the study of how traits are passed from parents to offspring. It is the study of the genes that control the development of an organism. Genetics is the study of the genes that control the development of an organism.

Why do we have different eye colors?

Genetics is the study of how traits are passed from parents to offspring. It is the study of the genes that control the development of an organism. Genetics is the study of the genes that control the development of an organism.

CHAPTER 4

Some solids can change their shape easily. Think of a rubber band or balloon. These can go in many shapes. Other solids, like clay, are also easy to stretch. But clay will not return to its original shape after you stretch it. What happens to the clay instead?

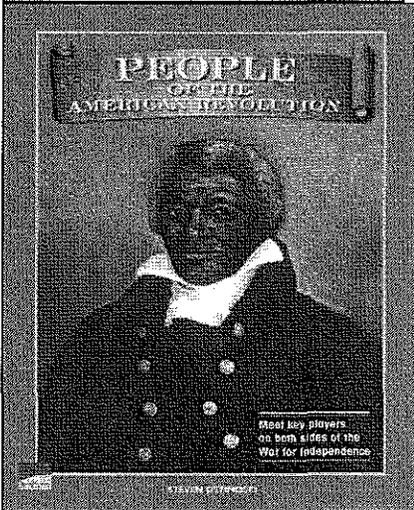
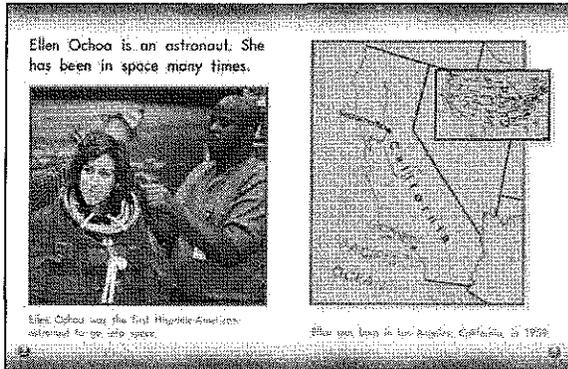
Plastic Deformation

When you stretch a rubber band, it returns to its original shape. This is called elastic deformation. When you stretch a piece of clay, it does not return to its original shape. This is called plastic deformation.

How do we know if a material is elastic or plastic?

We can tell if a material is elastic or plastic by stretching it. If it returns to its original shape, it is elastic. If it does not, it is plastic.

Biographies and representations of women and men from a wide variety of cultures and ethnicities can be found doing all types of jobs and often breaking stereotypical boundaries.



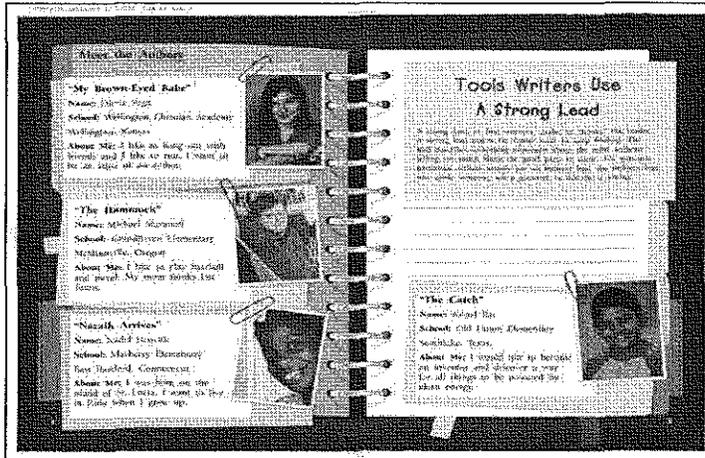
In our history and social studies books, we have covered a wide variety of state and national standards always making sure to represent men and women of many different cultures, ethnicities, and lifestyles. In this example of a “wild west” community, the many different cultures that made this community possible are described, including the Chinese-American immigrant population.

Works by Multicultural Authors

Multicultural authors, storytellers are included with original historical works and contemporary titles.

Examples include Sojourner Truth and Ian James, an African-American playwright.

Four students from four very different walks of life all write about their Greatest Moment. The spotlight on the authors shares a universal theme explored by different perspectives through personal narratives.

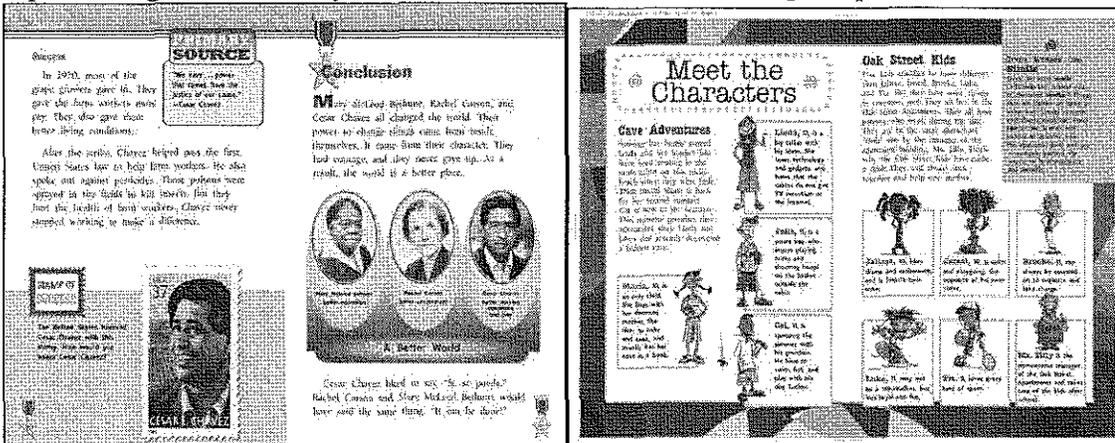


Balance of Age, Race, Gender, & Family Configurations

Sometimes it is not what you say, but what you don't say. One of the strengths of the Benchmark leveled books is the inclusion of images of children, women, and men from a variety of cultures and ethnicities all doing all types of jobs and often breaking stereotypical boundaries.

Many titles show a balance of ethnicities, and ages including a story that focuses on a feisty senior citizen befriended by neighborhood kids.

A contemporary fiction series includes kids from diverse ethnic backgrounds. Different family configurations including nuclear families, divorced mother, and a boy spending the summer with his grandmother are found in this title. In the book Citizens Who Made a Difference, you find contributions made by many in U.S. history, representing a wide variety of cultures and ethnicities in a range of professions.



The book Animal Behaviorists features three accomplished animal behaviorists and wildlife conservationists Joan Embery, Kin Quitigua, and Ed Bangs (a Native American). A Multi-generational Asian-American family represents a variety family of configurations. Other texts include single parent and multi-racial family configurations.

Introduction

If you could talk to animals, what do you think you would learn? Some pretty amazing things, probably! You might find out what they like to eat, where they like to live and how they grow their babies. Animal behaviorists can't really talk to animals, but they study their behavior and learn about them.

Animal behaviorists also work to protect animals and animal homes. Animal behaviorists do their work in a variety of settings, from zoos to wildlife refuges.

If you look, you will learn about three animal behaviorists. Their work has made life better for the animals in their care.



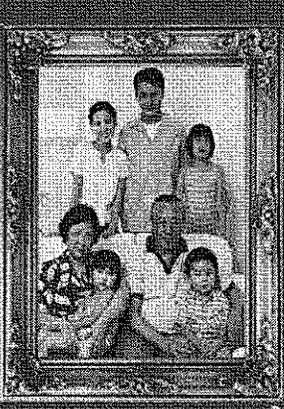
Jean Eberhart



Bill Patterson

Ed Kery

My name is Ann. This is my family. My grandma and grandpa live with my mom, dad, brother, sister, and me.

Represent a Variety of World Locations

Benchmark Literacy's leveled books cover high interest topics all over the world, representing cultures, countries, and issues from many continents.

China

New Year, January or February

This is something that I will get at the celebration. It is red, too. It will bring me good luck.

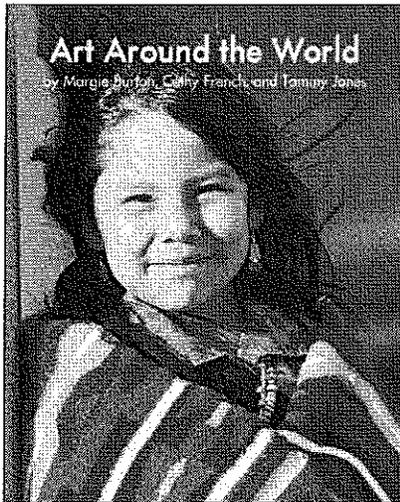
I am going to a celebration. This is my shirt. It is red.





This boy is celebrating his new year. Red is a color that will bring joy.

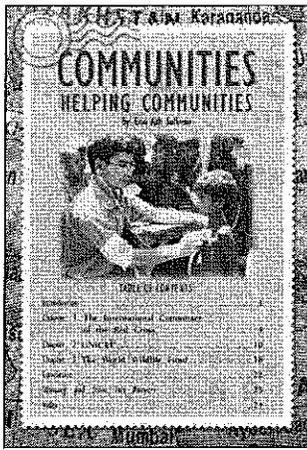
Chinese children get money in a red packet for the New Year. They save the money that is inside.



Holidays, customs, art, music, and food from all over the world are spotlighted. Books about daily life around the world help students understand the cultures, customs, and common experiences that we all share.

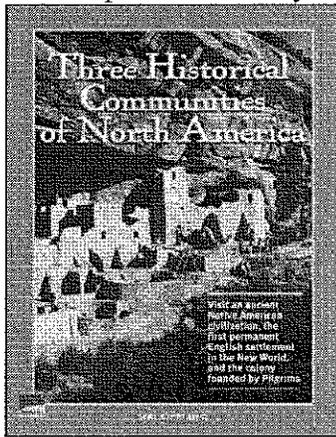


Other titles show how people from all over the world work together to help each other in times of war and in times of natural disasters.

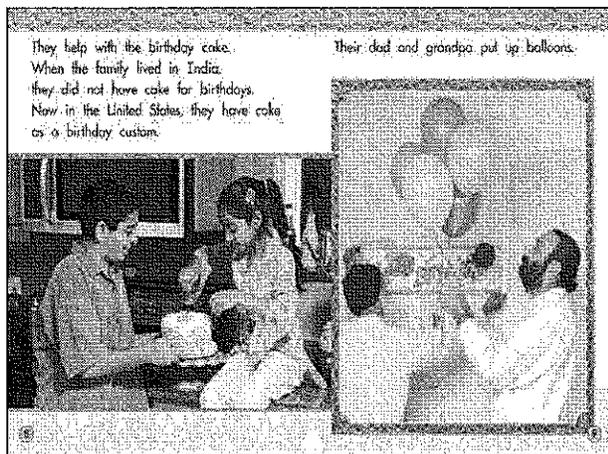


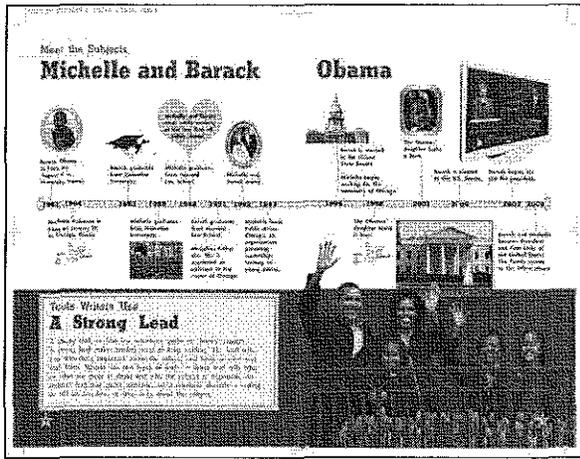
Represent the American Perspective as Multicultural

Different historical communities that represent our shared histories as Americans at the national and local levels are the focus topics of a variety of books.



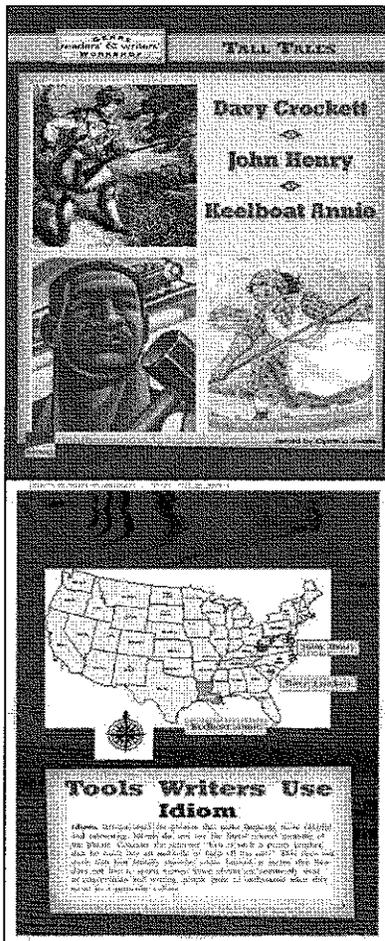
The book *Our Families* includes examples of Integration into the American culture while valuing traditional family customs too. Models of our current American perspective are also represented.





Provide Teachers with Background Information

Supports for teachers include the about the author blurbs, spotlight on genre, folktales, myths, legends, and authors. Biographies themselves offer opportunities for further learning and study as well as many of the nonfiction titles representing cultures and regions around the world. In addition, you will find the inclusion of strategies and tips for meeting the language and literacy needs of ELLs throughout each teacher's guide. Explicit support for helping teachers to be aware of how to meet the diverse needs of their students is provided at point of reference.



English Language Learners

English Language Learners are highly supported throughout Benchmark Education resources. In teacher’s guides, academic language stems are used to support content and comprehension. Dedicated sidebars throughout all lessons help teachers meet the needs of beginning to advance language acquisition stages. Carefully written leveled texts provide the language and literacy supports essential to meeting the needs of ELLs. Frontloading of key vocabulary, visuals, graphic organizers, multiple opportunities to support listening and speaking, reading and writing can be found in all lessons. Text challenges such as verb tense, pronouns, prepositional phrases, possessives, contractions, multiple meaning words, and idioms are considered across each language and literacy developmental stages.

Gifted and Talented Readers

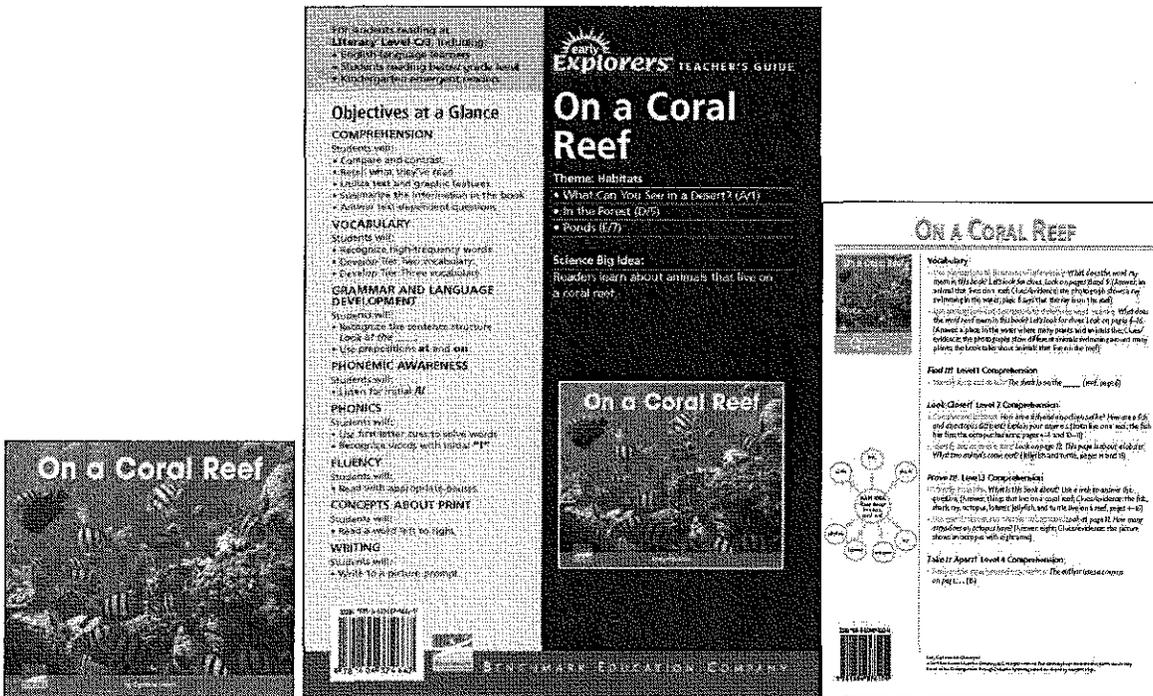
Gifted and Talented Readers are supported through the use of small group, flexible grouping and targeted mini-lessons to support their reading development. Opportunities to engage in content rich and challenging texts are provided to meet the needs of students at a wide range of levels regardless of age or current grade level.

Students with Special Needs

Scaffolded language supports and sidebars dedicated to supporting special needs learners can be found throughout the teachers' guides. The use of technology, visual, and auditory recordings of texts are also provided as supports. In addition, the use of assessments that identify student needs helps teachers to make the instructional match to text level reading abilities and targeted skills and strategies needing additional reinforcement and/or instruction. In the teacher's guides, prompts for corrective feedback, modeling, and validation also help support differentiated instruction for all students. Flexible grouping options for small group Guided Reading lessons support the literacy development of special needs learners. Students with disabilities are also portrayed in positive light within the Benchmark Literacy's leveled texts.

Look at me!
I have a wheelchair.
I like the computer.
There is no one
like me.



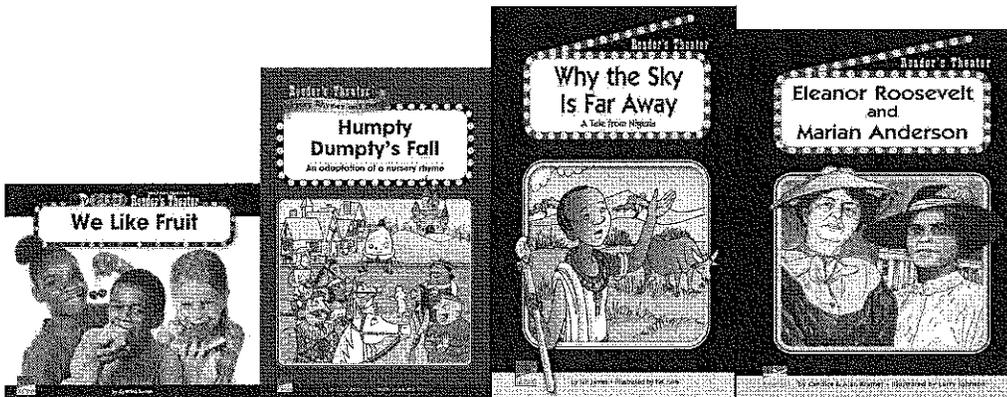


Each text comes with an explicit teacher's guide. These guides provide a consistent framework for guiding and supporting students before, during, and after reading as well as extended opportunities for comprehension, vocabulary, phonemic awareness, phonics, fluency, and reading/writing connections. These guides clearly define the small-group reading sequence and offer content standards, background information, tips, examples, comprehension questions, content- and strategy-specific think-alouds, graphic organizers, assessment techniques, and blackline masters to support the teacher in every step of the way. These guides encourage and teach writing linked to the corresponding text. The results document students' progress as both writers and readers. A consistent but flexible format makes the guides easy to use and adapt to different instructional needs.

Comprehension Questions Cards are included with every leveled text. Each card consists of a carefully-constructed set of text-dependent comprehension questions, requiring students to support their answers with information from the book. These are the same types of questions students will encounter on standardized reading assessments.

For text levels A/1 to M/28, a black and white reproducible take-home book is available to support Home-to-School connections and revisiting familiar texts after Guided Reading Lessons. All teacher resources are available online to assist in planning, assessment, and text selection for small group instruction. The explicit teacher's guides for each leveled text title provide best-practice literacy instruction. The research from the National Reading Panel Report indicates that explicit comprehension instruction that helps readers use specific strategies are critical aspects of good reading instruction. The Benchmark Literacy classroom library provides explicit instruction that reflects best practices in comprehension instruction and the goal of developing self-motivated, self-regulated, and self-directed learners.

Reader's Theater



Reader's Theatre is a rehearsed oral reading interpretation of a text before an audience, usually with minimal staging, that provides purposeful oral reading practice while building presentation skills. 240 scripts make up the collection that link literacy to standards based math, science, and social studies topics. In addition, the collection of scripts addresses key genres in the ELA curriculum. Content Area Scripts and Folk Tales Myths and Legends also teach Character Education.

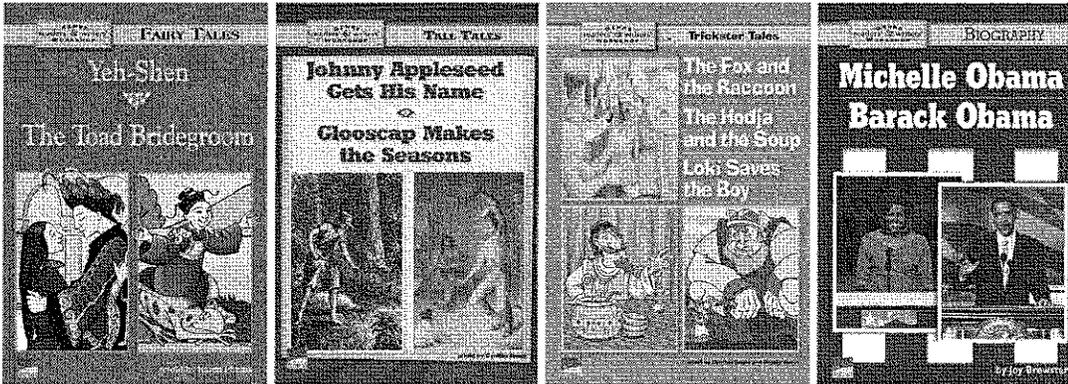
The teacher's guide for each script provides background information and curriculum extension support. Each script has a built in ELL component and the comprehensive teacher' handbook includes classroom management and assessment tips.

The Reader's Theatre complete collection is comprised of four distinct series of Reader's Theater that ranges in level from Pre-K to grade 5 The series are below:

- My First Reader's Theater
- Nursery Songs and Rhymes Reader's Theater
- Folk Tales Myths, and Legends
- Content are Concepts

Each script in the series has roles at a range of levels to accommodate heterogeneous grouping. Finally, as with each leveled text, each Reader's Theater script also comes with an explicit teaching guide to help teachers support oral reading fluency, and comprehension.

Reader's & Writer's Genre Workshop



This series in Benchmark Literacy resources consists of fiction and non-fiction genre books aligned to grade-specific ELA standards. These texts range in levels from J-P (18-38).

Each title in the series focuses on one traditional literature genre and provides multiple short texts within the genre so that students focus on:

- Genre characteristics
- Literary elements and techniques
- Analyzing story elements (character, plot, setting, mood, theme, etc)
- Writing in the genre
- Text-to-text literary analysis

A teacher's guide for each text provides the appropriate scaffolding for students at that text level, ensuring that students master the genre as well as vocabulary, comprehension, and fluency skills. Each text is also accompanied with a Comprehension through Deductive Reasoning Question Card. In addition, the teacher's guide supports teachers with an explicit teaching model to introduce the key elements of each genre, analyze the genre, and finally how to transfer the learning to writing. See the Steps below:

1. Read about the Genre.
2. Read and analyze examples of the genre.
3. Read and analyze the annotated mentor example to think like a writer.
4. Write an example in the genre.

The genres included in the series include;

Fiction :

- Fables
- Fairy Tales
- Historical Fiction
- Legends
- Mystery
- Myths

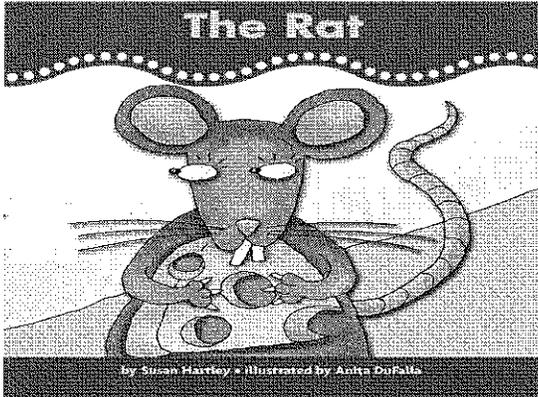
- Plays
- Pourquoi Tales
- Realistic Fiction
- Science Fiction
- Tall Tales
- Trickster Tales

Non Fiction

- Biography
- Informational Texts
- Journals
- Memoirs
- Personal Narratives
- Persuasive Letters
- Persuasive Essays
- Review

Benchmark Literacy Phonics

Decodable Texts



Benchmark Literacy follows best practice research that recommends students have frequent opportunities to apply phonics skills in authentic reading contexts. The decodable texts have been carefully written so that only phonics elements that students have learned and practiced appear in the books. A very limited number of sight words are also used in the texts. New sight words are always explicitly taught before they appear in students' decodable text reading. Previously taught sight words are also reviewed. Students get opportunities to read fiction and non-fiction titles. The decodable text come in sets of six so that teachers can work with small groups of students according to their need to achieve mastery of the sound/symbol relationship. In addition, to the explicit instruction found in the Teacher's Guide, there is also an accompanying card that gives additional instruction for reteaching etc.

Student Workmats

Student Workmats are double-sided. Side one has an alphabet strip at the top and a blank space on the bottom for practice in writing letters and words with a dry-erase marker. Side two has Elkonin boxes for two, three, four, five and six letter words. Students can practice hearing and recording sounds with counters or by writing letters in boxes.



Question 2A

2a. Ancillary Materials Teacher

Fidelity of Implementation Toolkits for Benchmark Literacy

Tool Kits for Administrators, Coaches, and Teachers

These Fidelity of Implementation Toolkits provide embedded training, teaching, and program evaluation tools to ensure fidelity of implementation. These grade and user specific planning, management, and assessment resources help teachers, literacy coaches, and administrators, maximize the effectiveness of Benchmark Literacy.



Each teacher, coach, and administrator will receive a Benchmark Literacy Toolkit. These toolkits provide a *Benchmark Literacy Overview Guide* and other handbooks that describe Benchmark Literacy's instructional philosophy, the gradual-release instructional model used throughout the program, and how the components support each week of instruction. These handbooks include:

- Getting Started guides (1 per grade) designed for teachers
- Coaches' Fidelity of Implementation Handbook with observation rubrics for evaluating and supporting teachers
- Administrators' Fidelity of Implementation Handbook
- Matching Texts to Instructional Needs

Also provided in the toolkits are professional resource titles to support best practices (written by BEC's professional development staff and experienced literacy coaches). These include:

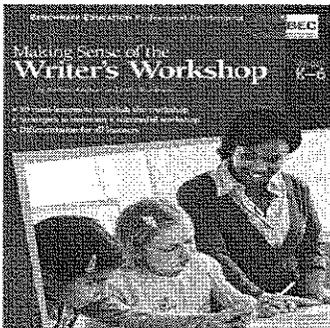
- *The First 30 Days of School--Routines & Rituals* for Grades K-2 and 3-6 *Using Shared Reading Fiction to Teach Essential Skills* by Tammy Jones and Katherine Scrapper
- *Using Leveled Texts to Differentiate Instruction* by Tammy Jones and Annyce Kuykendall
- *Using Genre Models to Teach Writing* by Donna Clark and Katherine Scrapper
- *Using Classroom Libraries for Independent Reading* by Kimberli Kern

Finally, the toolkits also include instructional tools that support teachers right in the classroom. These include:

- Responsive Prompts for Strategy Development—this flip chart supports teachers to differentiate their feedback based on students' use of metacognitive and comprehension strategies in the program.
- Comprehension Power Tool Flip Charts—these flip charts show teachers how to model analyzing and answering text-dependent comprehension questions like those they will encounter on standardized reading assessments.
- Guide to Comprehension Question Cards
- Guide to Leveled Text Characteristics
- Conversion Guide for Leveled Texts”

Benchmark Writer's Workshop

Making Sense of the Writer's Workshop



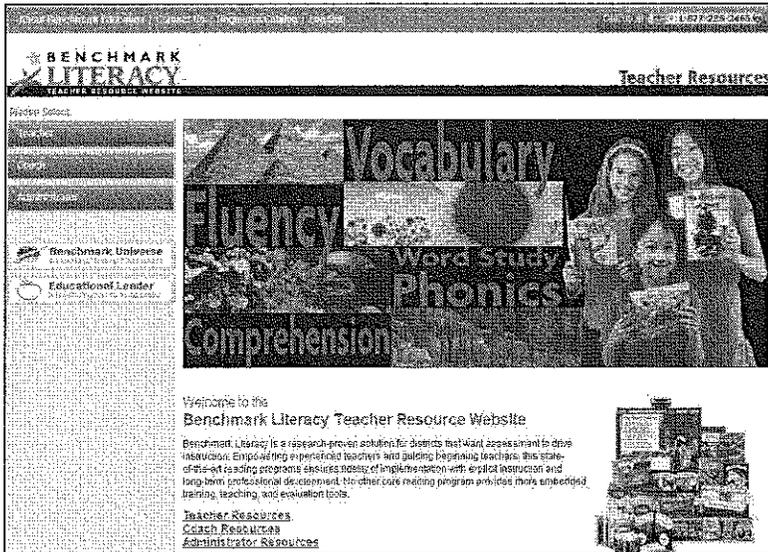
Each teacher is provided with professional development support with a copy of Making Sense of the Writer's Workshop. This professional text gives teachers explicit support in setting up Writer's Workshop in their classroom. In addition, it gives them explicit lessons on procedures and routines in setting up Writer's Workshop during the first 30 days of school.

Conferring Flip Chart



Each teacher also receives a Conferring Flip Chart. This tool offers Responsive Conferring Prompts to Support and Scaffold writers. Teachers provide effective, individual feedback using gradual release prompts for each process writing step.

Free Online Technology Resources



The free Benchmark Literacy Teacher Resource Web site provides a searchable database of titles, levels, subject areas, themes, and comprehension strategies. Teachers can preview Benchmark Literacy texts and download teacher's guides, comprehension question cards, oral reading records, take home books (for levels A/1 to M/28) and assessment resources.



Question 2B

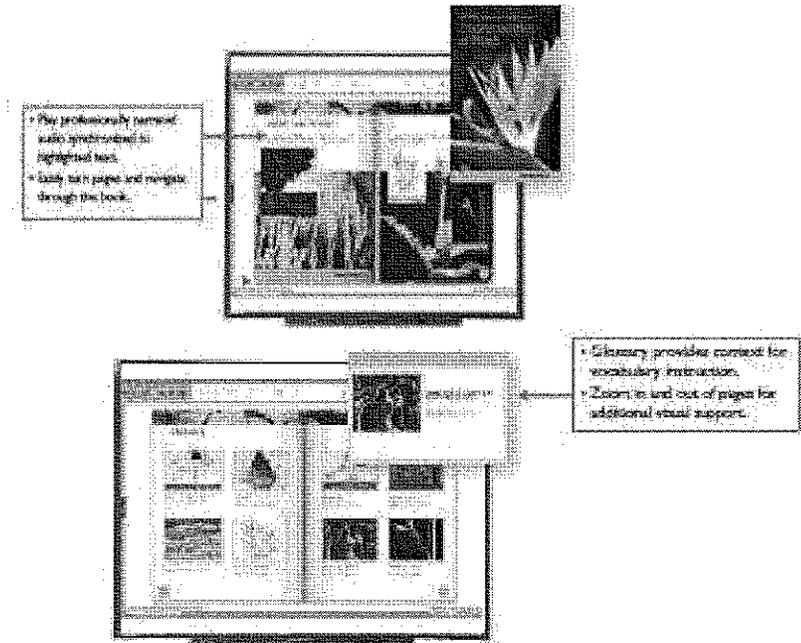
2b. Ancillary Student Components

Talking E-Books

Online Subscription – Complete Ebookroom

www.benchmarkuniverse.com

1,500+ Interactive Titles for ESL/ELA and Leveled Bookrooms in English and Spanish with 24/7 access to students and teachers. Engage readers of all levels in school and at home with interactivity to build fluency and comprehension. Play professionally narrated audio synchronized to highlighted text. Gain context with the Talking E-Glossary for vocabulary instruction. Easily turn pages, navigate, and zoom in and out of pages for additional visual support. Teachers are able to assign books to groups of students to differentiate instruction. Compatible with PCs and Macs, all interactive whiteboards and LCD projectors.





Question 3

**Benchmark Education Company Professional Development
2011-2012**

Table of Contents

Description of PD Services and Fee Rates.....2

National Literacy Consultant Bios.....5

Customer References and Testimonials.....9

BEC PD Client List.....13

Benchmark Education Company Professional Development

Description of Training Services

The following options for professional development support are available for proper implementation of adopted resources. Face-to-face and online professional development training delivery formats are designed to compliment existing staff development needs and priorities. A customized professional development proposal is available upon request and can support the following training formats.

Product Inservice

Initial **product inservice training** can be provided for teachers, literacy coaches, and administrators. These training sessions will include content presentations that focus on proper product implementation of literacy resources. The focus of the teacher training includes hands-on experience with product components and support for proper use and implementation in the classroom. Teachers will leave with a depth of understanding of the adopted products and be ready to use the materials effectively with their full range of students. Depending upon the total order amount per site, product inservice days are provided free of charge to each school. Beginning at total orders of \$50,000 or more, one to three days+ of training is provided at **no cost to each site**.

Sample training modules are below to support Benchmark Literacy full implementation. Each training module is approximately 2.5 hours in length. The Benchmark Education Company Professional Development team works with each district to customize the implementation training to meet each district and staff's needs.

K-2 Sample Modules

Benchmark Literacy Product Implementation K-2

Small Group Reading

Routines and Rituals

Assessment -administration and interpretation of the assessment that accompanies the program

Phonics

Writer's Workshop

3-6 Sample Modules

Benchmark Literacy Product Implementation 3-6

Small Group Reading

Routines and Rituals

Assessment - administration and interpretation of the assessment that accompanies the program

Word Study & Vocabulary

Writer's Workshop

Training Materials

Fidelity of Implementation Toolkits

Each teacher, coach, and administrator will receive a Benchmark Literacy Toolkit. These toolkits provide a *Benchmark Literacy Overview Guide* and other handbooks that describe Benchmark Literacy's instructional philosophy, the gradual-release instructional model used throughout the program, and how the components support each week of instruction. These handbooks include:

- Getting Started guides (1 per grade) designed for teachers
- Coaches' Fidelity of Implementation Handbook with observation rubrics for evaluating and supporting teachers
- Administrators' Fidelity of Implementation Handbook
- Matching Texts to Instructional Needs

Also provided in the toolkits are professional resource titles to support best practices (written by BEC's professional development staff and experienced literacy coaches). These include:

- *The First 30 Days of School—Routines & Rituals* for Grades K-2 and 3-6 (by Jane Short and Patty Brinkman)
- *Using Shared Reading Fiction to Teach Essential Skills* by Tammy Jones and Katherine Scrapper
- *Using Leveled Texts to Differentiate Instruction* by Tammy Jones and Annyce Kuykendall
- *Using Genre Models to Teach Writing* by Donna Clark and Katherine Scrapper
- *Using Classroom Libraries for Independent Reading* by Kimberli Kern

Finally, the toolkits also include instructional tools that support teachers right in the classroom. These include:

- Responsive Prompts for Strategy Development—this flip chart supports teachers to differentiate their feedback based on students' use of metacognitive and comprehension strategies in the program.
- Comprehension Power Tool Flip Charts—these flip charts show teachers how to model analyzing and answering text-dependent comprehension questions like those they will encounter on standardized reading assessments.
- Guide to Comprehension Question Cards

- Guide to Leveled Text Characteristics
- Conversion Guide for Leveled Texts”

Embedded Professional Development in the Benchmark Literacy Teacher's Guides

Most districts have teachers at a wide range of levels in their own professional development. The explicit research-based model-guide-apply lessons in Benchmark Literacy provide a "best practice" roadmap for teaching literacy based on up to date research.

On-Going Customized Training and Coaching

Additional customized training sessions can be considered in order to support fidelity of implementation and increased teacher effectiveness with our resources for the duration of the LEA contract. Recognizing the impact made by sustained job-embedded training, the following additional training services are available to support the implementation of adopted resources and increase the overall quality of literacy instruction. These services support new and returning teachers, coaches, and administrators.

- Train-the-Trainer Sessions
- Complete Differentiated Instruction Collection Resources with Professional Development
- Customized Training Sessions

Train-the-Trainer Sessions

Turnkey professional development sessions for literacy coaches, principals, and administrators provide the resources and model for leading in-district training sessions. Resources for trainers are included to support best practices and proper implementation of selected Benchmark Education Company products. Fees for Train-the-Trainer services begin at \$1,800 per day (plus actual travel expenses).

Complete Program Purchases with Professional Development

Individual campuses receive two consecutive days of professional development tailored to ensure successful implementation of product and instructional strategies with each of the complete program purchases with training.

The two days of training are focused around a three hour content presentation held on day one. Coaching, demonstration lessons, and follow-up are provided on the remainder of day one and day two to support the implementation of the instructional strategies introduced in the content presentation. Teachers observe first hand as the trainer models these strategies through demonstration lessons with whole or small groups of students. After each demonstration lesson, teachers and trainer debrief to analyze, reflect, and address questions. Fees and travel expenses for two consecutive days of training are included within the total program purchase price (valued at \$3,000).

Customized Training Sessions

Customized training sessions are available to meet the budget, scheduling, and focus topics identified through a carefully constructed Professional Development proposal. Sessions can include onsite classroom demonstration lessons, coaching support, and content presentations tailored to fit the needs of a given school or district. Fees for customized training sessions begin at \$1,800 per day (plus actual travel expenses).

Online Professional Development

www.educationaleader.com, is an interactive professional development website for teachers, literacy coaches and mentors in grades K-8. Educational Leader offers a variety of topics, ongoing support, downloadable classroom resources, and best practice model lessons and support materials. Teachers, literacy coaches, and mentors will find professional learning opportunities, collaboration, discussion, and support for classroom implementation. Within Educational Leader, subscribers engage in quality professional study without the constraints of traditional online courses. Educational Leader complements existing face-to-face professional development opportunities by extending and supporting learning in a web based community. Access to the professional development website includes individual teacher and/or site license pricing.

Web-based training sessions (**webinars**) are also available for ongoing product support scheduled periodically with national literacy consultants. Web-based training sessions can be scheduled for individual campuses, grade-level teams, and literacy coaches. Customized focus topic sessions spotlighting best practices are also available.

A customized, specific plan for your school district will be created based upon training needs, schedules, and budgets. Professional Development sessions can be scheduled during summer months, on district-wide training dates and ongoing throughout the regular school year.

Benchmark Education Company National Literacy Consultants

Tammy Jones is a former classroom teacher and Reading Recovery® Teacher Leader who became an Early Childhood Curriculum Specialist, working closely with teachers and administrators to build professional development literacy teams. Now Vice President of Professional Development for Benchmark Education Company, Tammy serves as senior author and consultant for the development of products and training resources, while also continuing to train literacy leaders in districts such as the Bellevue Public Schools (WA), Seminole County Schools (FL), and San Diego USD (CA). Tammy is co-author of *Apprenticeship in Literacy: Transitions Across Reading and Writing*, published by Stenhouse. She holds a B.S.E. in Elementary Education, an M.S.E. in Reading from the University of Central Arkansas, as well as an Ed.S. in Elementary Education from the University of Arkansas at Little Rock. Tammy presents at state, regional and national conferences including ASCD and IRA.

Jennifer Boyle with 15 years of classroom teaching experience, Jennifer has brought her knowledge and expertise in effective instructional practices to her role as an Educational Consultant with Benchmark Education Company. Jennifer has designed and presented sessions at state, regional and national conferences, as well as professional development courses for school districts across the nation. Representative topics of these topics include building literacy for striving readers and at-risk students, effective ESL strategies, reading comprehension strategies, differentiating instruction, and administrator sessions, focusing on coaching toward best practices in ESL and inclusion-model classrooms. Committed to current best practice, Jennifer has earned certification as a SIOP (Sheltered Instruction Observation Protocol) Trainer.

Barbara Andrews spent 27 years as a regular classroom teacher, Descubriendo la Lectura® teacher, and K-5 instructional facilitator. During that time, she focused extensively on the needs of

bilingual students and English language learners. Barbara's wealth of experience now helps her provide effective professional development as a National Literacy Consultant for Benchmark Education Company. In this role, she trains teachers in Alabama, Texas, North Carolina, New York, New Jersey, Oregon, and many other states through presentations, on-site demonstration lessons, and coaching. Barbara also contributes to the development of new instructional programs as an author and contributing editor. Her work on the *English Explorers* series contributed to its receipt of a Distinguished Achievement Award from the Association of Educational Publishers. Barbara has presented at national conferences such as NABE, TESOL, IRA, and ASCD.

Kimberli Kern holds a Master's Degree in Elementary Education, and has been an educator for fifteen years serving as a classroom teacher, administrator, and master literacy coach. In 1999, she was recognized as Teacher of the Year in the Drew Central School District. While taking part in the Reading Excellence and Reading First Initiatives, Kimberli studied and implemented current scientifically based reading research and shared "best practices" with educators through professional development and modeling. As a National Literacy Consultant for Benchmark Education Company, Kimberli now supports large districtwide literacy adoptions and provides customized professional development to support administrators, literacy coaches and teachers in Florida, Kansas, Washington, Oregon, Arkansas and other states who are implementing intervention programs for struggling K-5 readers. Kimberli presents at state, regional, and national conferences including NUA and NAESP.

ADDITIONAL INDEPENDENT CONSULTANTS AND TRAINERS

Jacqueline Antonucci is a former Literacy Coach, Literacy Coordinator, Focus Teacher, Reading Recovery® Teacher, Reading Specialist and classroom teacher with broad experience in grades K-8. Jacqueline holds an M.Ed. in Reading from Rhode Island College and has worked extensively in assisting schools to coordinate literacy practices with new standards to improve reading and writing proficiency. Jackie is a frequent presenter at conferences and has served as an adjunct professor at Lesley University and Rhode Island College. As a consultant and trainer for Benchmark Education Company, she has provided extensive training for teachers, community mentors, and paraprofessionals implementing effective intervention strategies and tutoring programs throughout Connecticut, Rhode Island, and Massachusetts.

Debra Crouch is a national trainer with an extensive background in all aspects of Literacy Instruction including in-depth knowledge of small group guided reading instruction. Her past achievements include setting up a demonstration classroom for the Memphis City Schools and coaching teachers and specialists in San Diego Schools where she served as a Teacher Trainer for five years. Debra holds an M.A.T. in Early Childhood Education from Memphis State University. As a Benchmark Education trainer, she has co-authored staff development materials for Train the Trainer Institutes, and she has coached hundreds of teachers at schools throughout the U.S. including schools in Alabama and the Kent School District in Washington. Debra presents at state, regional, and national conferences.

Toby Grosswald attended Philadelphia public schools for K-12 and has been employed by the School District of Philadelphia for the last 19 years. After teaching elementary and middle school

grades for six years, she became an academic literacy and math coach for the past 12 years. Toby's support of comprehensive literacy instruction and intervention programs has resulted in successful implementations of Benchmark Education Company resources throughout Pennsylvania, Connecticut, and New Jersey. She has also presented at local, state, and national conferences including NCTM and NAEYC. Her professional Toby holds a Masters in Elementary Education and has recently completed her Principal and Supervision certificates.

Frances Fincher is an experienced consultant and literacy specialist in the areas of reading and writing strategies and structures, particularly in the upper elementary grades. As a trainer, her goal is to promote best practices within a comprehensive literacy framework. Her strengths as a presenter are an ability to communicate clearly and knowledgeably and to facilitate the interaction of the participants in the presentation. Frances has proven to be an effective trainer and support for intermediate grade teachers throughout North Carolina as they implement small group reading instruction within a comprehensive literacy framework. Frances holds a Bachelor's Degree in English Literature and Elementary Education as well as Certifications in Reading and Gifted Education.

Nancy Harris is a former classroom teacher, Reading Recovery® Teacher, and literacy specialist. Nancy presents nationally on best practices in literacy instruction with an emphasis on comprehension strategies using fiction and informational text. She continues to work in classrooms with teachers and children through classroom demonstrations and coaching in grades K-8. In addition, she also writes staff development plans for individual schools and school literacy programs. Nancy's ongoing and long term support of small group guided reading instruction has resulted in the successful implementation of classroom based interventions throughout the Denver Public Schools and other districts across the nation. In addition, Nancy presents at state, regional, and national conferences.

Ann Hopkins Stewart is a professional development trainer with 15 years of experience in the education industry. She has spent the past 9 years developing and facilitating customized workshops and seminars for local and national school districts in literacy and English language acquisition techniques used by classroom teachers and administrators in grades PreK-8. Prior to consulting, she served as a classroom teacher, Reading Recovery® teacher and literacy strategy coach in both the Mount Diablo and Fairfield-Suisun Unified School Districts in California. She completed her Masters In Business Administration with an emphasis in Global Management. She currently serves as an independent literacy strategy coach working with elementary and middle school teachers in her hometown of Chattanooga, Tennessee. Ann's vast experience of effective literacy practices has resulted in highly trained teachers throughout the nation.

Suzanne Newell is a former classroom teacher, literacy specialist, curriculum coordinator, and director of special programs. Suzanne works with school districts across the nation to implement best practices in literacy instruction and supporting the needs of at risk populations. She holds a masters degree in Curriculum and Instruction and has written online professional development

modules in the area of K-2 Writing Instruction. Suzanne believes teachers benefit from the same elements for a successful learning experience as their students do: engagement, relevance, interaction, involvement, guided practice, and follow-up support. Using these principles to guide her planning, her training sessions have produced enthusiastic teachers who share her commitment to quality literacy instruction. Suzanne presents at state, regional, and national conferences including NSDC and ASCD.

Melissa Ortega is recognized as a master teacher whose career has provided her with diverse teaching experiences. She is also a highly effective and enthusiastic trainer who works with school districts across the nation to design, deliver, and support the implementation of effective literacy programs and professional development efforts. Melissa inspires both novice and veteran educators to try new and innovative ideas and to provide learning environments for their own students that foster lifelong readers and writers.

As a consultant for Benchmark Education, she has facilitated the successful implementation of intervention and tutoring programs across the U.S. Her work throughout Louisiana Reading First schools has focused on supporting teachers in their instruction of phonics, fluency, and small group reading intervention lessons. Melissa holds a B. S. from the University of Central Arkansas and additional masters level coursework in the area of Elementary Counseling. She presents at local, state, and regional literacy conferences.

Jane Shook is a former classroom teacher, Reading Recovery® teacher, literacy specialist, and Lead Reading Teacher. She works closely with schools to implement comprehensive literacy instruction and support the needs of students who are struggling readers in grades PK-8. Jane holds a Master Reading Teacher certificate, an ESL certificate, and a Masters degree in Educational Administration. Jane has made a significant impact on the literacy instruction and intervention support provided by teachers throughout Alabama, Illinois, Texas, North Carolina, Pennsylvania, and Texas. Jane presents at local, state, and regional literacy conferences.

May Tilghman works collaboratively with classroom teachers in grades K-5 to support best practices in literacy instruction. She combines staff development as well as demonstration lessons using a coaching model to promote growth. May holds a Bachelor's Degree in Early Childhood Education and has Reading and Mentor Certification. May recently served as a Lead Literacy Teacher for Wake County Public Schools in Raleigh, North Carolina. May's work with teachers in North Carolina, Maryland, and Ohio has contributed to improving the instruction of fluency, phonics and word study, and comprehension.

Benchmark Literacy Professional Development Clients and References

Northshore School District, Nancy Young Director of Elementary Education

- Districtwide Literacy Adoption implementation and training support
- Content presentations and onsite (per campus) demonstration lessons and coaching support
- Training for administrators and building coaches
- Customized collaboration and planning support for fidelity of implementation

Edmonds School District, Lara Drew, Director of Elementary Education

- District wide Literacy Adoption Implementation and training support
- Content presentations and scheduled onsite (per campus) demonstration lessons and coaching support
- Training for administrators and building coaches
- Customized collaboration and planning support for fidelity of implementation

Bellingham School District . Pam Pottle, Director of Elementary Education

- District wide Literacy Adoption Implementation and training support
- Content presentations and scheduled onsite (per campus) demonstration lessons and coaching support
- Training for administrators and building coaches
- Customized collaboration and planning support for fidelity of implementation

Note: Additional references are available upon request.

What Our Customers Have to Say About Benchmark Education Company Professional Development

"I would use your professional development services again. The services were very well organized and informative. Provided insight to address our needs, and relevant materials to use in the classroom- your company does an excellent job at doing this!"

"The trainer of the Professional Development services did such an excellent job that teachers who were not supporters of the services, are now!"

3-5 Bookroom

Tim Scott-Literacy Coach

West Madison Elementary

Madison, AL

"Excellent presentation as well as service from your coordinating staff."

"The trainer provided the staff development was knowledgeable, prepared and moreover approachable; she also took the time to follow-up regarding any additional information the staff might need."

Complete Bookroom

Evy Block- Reading First Coordinator

Fuller Elementary

Chicago, IL

"The trainer was wonderful! She adapted her presentation to meet our needs. The teachers all enjoyed her presentation and learned so much from her. The Wilson staff was very impressed with her. The staff is very invigorated to try some of the new ideas learned."

K-5 Bookroom

Laurie Luetscher- Literacy Coach

Wilson Elementary

Bellwood, IL

"The in-service was well coordinated and effective. The trainer was able to observe, give feedback, and in-service teachers. Her demonstrations and prior experiences benefited the Hopeville School teachers. They felt comfortable asking questions and letting the trainer observe them taking risks and making mistakes. We all learn by practicing and getting feedback."

"The quality of both the product and the in-service consultant were exceptional. In addition, the follow up makes sure delivery and product quality are what says it would be."

Maria Moulthrop- Principal

Hopeville Elementary

Waterbury, CT

"The hands-on demonstration was an invaluable resource for our classroom teachers."

K-5 Bookroom
Kimberly Gordy-Principal
Howard Hall Elementary School
Fayetteville, NC

"We found all Benchmark personnel to be professional, friendly and highly accommodating of our needs. The plans for staff development truly addressed the specific needs of our campus."

"The quality of your materials is outstanding both from the literacy side and the teacher support activities."

K-5 Bookroom
Terri Majors- Principal
Loraine. T Golbow Elementary
Katy, TX

"Your team was great to work with. The staff here greatly appreciate your professional development. We gained a lot, and as I walk through the classes I see strategies you suggested being implemented."

"I can say the Professional Development was great. Therefore it was money well spent. I have only heard great things from the K-5 teachers and they are flooding the bookroom checking out the materials."

"Interesting, enthusiastic, deliverance was clear and to the point. The consultant was super! Never a dull moment; she was jovial, professional, knowledgeable and truly made all of the students feel so comfortable before and during the modeling sessions. "

"The support from Professional Development staff was excellent. They gave me the freedom to work my schedule to fit our needs and style. Communication was the key and this was remarkable from beginning to end. "

Bookroom
Connie Britt-Literacy Coach
R.N. Harris Elementary
Durham, NC

"The training was superb! The teachers were very pleased. They feel as though they can put the information to good use. "

"The Quality of the training was outstanding! The teachers appreciated the information and particularly enjoyed the modeling of the component using their students."

PD Bundle
Sharon Harshaw-
Zebulon Elementary School
Zebulon, NC

“The workshop information was outstanding and the price paid for it was within reason of other presenters of that caliber.”

“The quality of the training was exceptional. The teachers that were training all commented on how great the trainer was.”

“The performance met our expectations above and beyond. It was very evident that the trainer has a vast knowledge of the product and the research behind it.”

Spiral Up- Overtime

Rodney Rowe

Prairie Elementary School

Worthington, MN 56187

Benchmark Education Company Professional Development Clients

District-wide Implementations	Professional Development Support
Edmonds School District Edmonds, WA	Benchmark Literacy District wide adoption
Houston ISD Houston, TX	Literacy Intervention Districtwide product inservice training, Reading First Coaches Training, Comprehensive Literacy product inservice onsite training at various campuses
Denver Public Schools Denver, CO	Onsite Guided Reading training for 68 elementary campuses; Advanced Guided Reading Summer Institute Training for Grades 1-5
East Hartford Public Schools East Hartford, CT	Differentiated Small Group Instruction with an emphasis on Nonfiction Guided Reading for grades 3-5
New Bedford Public Schools New Bedford, MA	Differentiated Small Group Instruction with an emphasis on Content-Area Nonfiction Guided Reading for grades K-6
San Diego City Schools San Diego, CA	Guided Reading and Writing training for grades K-2
Garden Grove USD Garden Grove, CA	Guided Reading and Intervention Lessons training for grade 3 and Special Education
Wake County Public Schools Raleigh, NC	Guided Reading for grades 3-5 training; Literacy Intervention program training
David Douglas School District Portland, OR	Comprehensive Literacy Training for grades K-5 with an emphasis on Guided Reading; Reading First Coaches training
Kent Public Schools Kent, WA	Guided Reading and Explicit Phonics Instruction training for grades K-5
McMinnville Public Schools McMinnville, OR	Comprehensive Literacy Training for grades K-5 with an emphasis on Guided Reading
Anniston City Schools Anniston, AL	Comprehensive Literacy Training for grades K-5 with an emphasis on Guided Reading; Reading First Coaches training
Durham Public Schools Durham, NC	Guided Reading training for grades K-5
Grand Prairie ISD Grand Prairie, TX	Guided Reading training for grades K-5
Guilford County Schools Greensboro, NC	Guided Reading training to meet the needs of ELLs K-12
Lewiston Public Schools Lewiston, ME	Guided Reading training to meet the needs of ELLs K-12
New York City Public Schools New York, NY	Comprehensive Literacy product inservice onsite training at various campuses; Intensive Interventions for ELLs in Grades 6-12; Title III AMAO Corrective Action Planning Meetings for School Improvement
Clarkston School District Clarkston, WA	Comprehensive Literacy Training for grades K-6 with an emphasis on Guided Reading

Wichita Public Schools (multiple campuses) Wichita, KS	Guided Reading training for grades K-2
Jefferson County Schools (multiple campuses) Birmingham, AL	Guided Reading training for grades K-5
Madison City Schools (multiple campuses) Madison, AL	Guided Reading training for grades K-5
Mesquite ISD (multiple campuses) Mesquite, TX	Guided Reading training for grades K-5

Note: This list reflects district-wide and multiple campuses training initiatives. Additional individual campus trainings from across the U. S. are also available upon request.



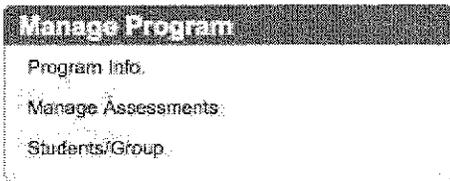
Question 4D

4d. What Reporting Structures Are in Place for Teachers to Track Student Usage, Mastery, or Other Relevant Data?

The Online Comprehension Strategy Assessments have many reporting structures that give teachers relevant data to guide instruction. There are three different categories of structures on the Comprehension Strategy Assessments which are online.

1. **Manage Program**—Control the assignments to which students have access. Preview the assessments you want to assign, view information about the assessments, and assign the assessments to the students in your class.
2. **Access Reports**—See student results on various assessments. Use results to create student groups and check student progress throughout the course of the program.
3. **Messages**—Messages students read when they log on to the Comprehension Strategy Assessment website. Messages are useful when providing student assignments, offering directions for using the site, or answering students' questions about the assignments.

Manage Program



In Manage Program, you can assign assessments to students, create student groups, and create messages for students.

Manage Assessments

Access this section when you want to preview assessments, get information about the assessments, and assign assessments to students or groups of students.

Grade 1 Ongoing Assessments		Assign
Ongoing Assessment 1 - Analyze Character: Elephant and Tiger	Assign	Assign
Ongoing Assessment 2 - Analyze Character: Yen's Cars	Assign	Assign
Ongoing Assessment 3 - Analyze Story Elements: The Missing Shoes	Assign	Assign
Ongoing Assessment 4 - Analyze Story Elements: Lion and Monkey	Assign	Assign
Ongoing Assessment 5 - Compare and Contrast: Rocks and Stone	Assign	Assign
Ongoing Assessment 6 - Compare and Contrast: Turtles	Assign	Assign
Ongoing Assessment 7 - Distinguish Real from Make Believe: Monkey's Good Day	Assign	Assign
Ongoing Assessment 8 - Distinguish Real from Make Believe: Playing Ball	Assign	Assign
Ongoing Assessment 9 - Draw Conclusions: Sisters	Assign	Assign
Ongoing Assessment 10 - Draw Conclusions: Keeping Safe in Forests	Assign	Assign
Ongoing Assessment 11 - Identify Main Idea and Supporting Details: Water Birds	Assign	Assign
Ongoing Assessment 12 - Identify Main Idea and Supporting Details: Four-legged Friends	Assign	Assign
Ongoing Assessment 13 - Identify Cause and Effect: Lulu's New Bike	Assign	Assign
Ongoing Assessment 14 - Identify Cause and Effect: The Color of Smoke	Assign	Assign

Students/Groups

In Students/Groups, you can edit student information, create messages for students, create and edit groups, and create group messages.

Access Reports

Comprehension Strategy Assessment Online offers a number of reporting features. These reports are located in the Access Reports section of the website.

Access Reports

- By Report
- Completed Assignments
- By Skills

By Report

Pre-Post Assessment Scoring Report (Individual Student)

The results of the Comprehension Strategy Assessment Pre-Post Assessment Report show the total score a student received on the pre-assessment and the post-assessment.

By Report

Students: Pre-Assessment Results

Student: BEC Student 5	Pretest Taken: Grade 3 Pretest		Posttest Taken: Grade 3 Posttest
Skill Cluster	Pretest Score	Posttest Score	Recommendations
Literary Elements	4/4	4/4	Click Here for Recommendation
Relating Ideas	4/4	4/4	Click Here for Recommendation
Inferences and Conclusions	1/4	2/4	Click Here for Recommendation
Distinguishing Important Information	1/4	3/4	Click Here for Recommendation
Word Study	5/8	8/8	Click Here for Recommendation
Text Structure and Features	4/4	4/4	Click Here for Recommendation
Making Judgments	3/4	4/4	Click Here for Recommendation
Total Score	22/32	29/32	
Percentage	69%	91%	

The results are broken up into different categories, or skill clusters.

To see how a student scored within a skill cluster, click on the skill cluster name (for example: Literary Elements). This will show how the student scored on the comprehension skills within the skill cluster.

Student: BEC Student 5	Pretest Taken: Grade 3 Pretest		Posttest Taken: Grade 3 Posttest
Skill Cluster	Pretest Score	Posttest Score	Recommendations
<u>Literary Elements</u>	4/4	4/4	Click Here for Recommendation
Analyze Character	1/1	1/1	
Analyze Story Elements	2/2	2/2	
Distinguish Real From Make Believe	1/1	1/1	
Interpret Figurative Language	0/0	0/0	
Relating Ideas	4/4	4/4	Click Here for Recommendation
Inferences and Conclusions	1/4	2/4	Click Here for Recommendation
Distinguishing Important Information	1/4	3/4	Click Here for Recommendation
Word Study	5/8	8/8	Click Here for Recommendation
Text Structure and Features	4/4	4/4	Click Here for Recommendation
Making Judgments	3/4	4/4	Click Here for Recommendation
Total Score	22/32	29/32	
Percentage	69%	91%	

Ongoing Assessment Scoring Report (Individual Student)

The Ongoing Assessment Scoring Report shows the results of all ongoing assessments that the student has completed.

Student: BEC Student 6						
Date	Test	Skill Cluster	Comprehension Skill	Total Score	Percentage	Recommendations
03/17/11	Ongoing Assessment 26 - Summarize Information: Measuring Time	Distinguishing Important Information	Summarize Information	5/5	100%	Click Here for Recommendation
03/17/11	Ongoing Assessment 27 - Summarize Information: A Look at Lakes	Distinguishing Important Information	Summarize Information	4/5	80%	Click Here for Recommendation
03/17/11	Ongoing Assessment 24 - Make Inferences: Harriet the Tortoise	Inferences and Conclusions	Make Inferences	4/5	80%	Click Here for Recommendation
03/17/11	Ongoing Assessment 23 - Make Inferences: Just Not Herself	Inferences and Conclusions	Make Inferences	2/5	40%	Click Here for Recommendation
03/17/11	Ongoing Assessment 28 - Make Predictions: Giving Robots a Sense of Touch	Inferences and Conclusions	Make Predictions	5/5	100%	Click Here for Recommendation
03/17/11	Ongoing Assessment 25 - Make Predictions: She Says, He Says	Inferences and Conclusions	Make Predictions	3/5	60%	Click Here for Recommendation
03/17/11	Ongoing Assessment 20 - Identify Main Idea and Supporting Details: Become a Cloud Watcher	Distinguishing Important Information	Identify Main Idea And Supporting Details	4/5	80%	Click Here for Recommendation
03/17/11	Ongoing Assessment 19 - Identify Main Idea and Supporting Details: The Great Pyramid	Distinguishing Important Information	Identify Main Idea And Supporting Details	1/5	20%	Click Here for Recommendation
03/17/11	Ongoing Assessment 14 - Draw Conclusions: Trains of the Future?	Inferences and Conclusions	Draw Conclusions	4/5	80%	Click Here for Recommendation
03/17/11	Ongoing Assessment 13 - Draw Conclusions: Growing Up Shawnee	Inferences and Conclusions	Draw Conclusions	3/5	60%	Click Here for Recommendation
03/17/11	Ongoing Assessment 18 - Evaluate Author's Purpose: From the Police Chief's Mailbag	Making Judgments	Author's Purpose	5/5	100%	Click Here for Recommendation
03/17/11	Ongoing Assessment 15 - Evaluate Author's Purpose: A Sweet Time of Year	Making Judgments	Author's Purpose	3/5	60%	Click Here for Recommendation
03/17/11	Ongoing Assessment 10 - Distinguish Fact and Opinion: New Video Fun from Giant Games	Making Judgments	Fact And Opinion	4/5	80%	Click Here for Recommendation
03/17/11	Ongoing Assessment 9 - Distinguish Fact and Opinion: The Most Exciting Job in the World	Making Judgments	Fact And Opinion	3/5	60%	Click Here for Recommendation

The report shows:

- The date the ongoing assessment was taken
- The name of the ongoing assessment that was taken
- The skill cluster that the ongoing assessment covers
- The comprehension skill that the ongoing assessment covers
- The total score of the ongoing assessment
- The percent score of the ongoing assessment

Pre-Assessment Scoring Report (Group)

The Group Pre-Assessment Scoring Report shows the results of the pre-assessments for all of the students in the group. The report shows:

- The student's name
- The pre-assessment the student completed
- The score on the various skill clusters assessed
- The total score of the pre-assessment
- The percent score of the pre-assessment

Group: Whole Class		Teacher: BEC Teacher					Number of Students: 6			
Name	Last Test Administered	Literary Elements	Relating Ideas	Inferences and Conclusions	Distinguishing Important Information	Word Study	Text Structure and Features	Making Judgments	Total Score	Percentage
BEC Student 1	Grade 3 Pretest	4/4	4/4	4/4	2/4	7/8	4/4	4/4	29/32	91%
BEC Student 2	Grade 3 Pretest	4/4	4/4	3/4	2/4	7/8	4/4	4/4	28/32	88%
BEC Student 3	Grade 3 Pretest	4/4	4/4	2/4	2/4	6/8	4/4	4/4	28/32	88%
BEC Student 4	Grade 3 Pretest	3/4	4/4	1/4	1/4	7/8	2/4	3/4	21/32	66%
BEC Student 5	Grade 3 Pretest	4/4	4/4	1/4	1/4	5/8	4/4	3/4	22/32	69%
BEC Student 6	Grade 3 Pretest	4/4	4/4	1/4	1/4	5/8	4/4	2/4	21/32	66%
		Click Here for Recommendation								

Post-Assessment Scoring Report (Group)

The Group Post-Assessment Scoring Report shows the results of the post-assessments for all of the students in the group. The report shows:

- The student's name
- The post-assessment the student completed
- The score on the various skill clusters assessed
- The total score of the post-assessment
- The percent score of the post-assessment

Group: Small Group 2		Teacher: BEC Teacher					Number of Students: 3			
Name	Last Test Administered	Literary Elements	Relating Ideas	Inferences and Conclusions	Distinguishing Important Information	Word Study	Text Structure and Features	Making Judgments	Total Score	Percentage
BEC Student 4	Grade 3 Posttest	4/4	4/4	1/4	3/4	8/8	4/4	4/4	28/32	88%
BEC Student 5	Grade 3 Posttest	4/4	4/4	2/4	3/4	8/8	4/4	4/4	29/32	91%
BEC Student 6	Grade 3 Posttest	4/4	4/4	2/4	3/4	8/8	4/4	4/4	29/32	91%
		Click Here for Recommendation								

Ongoing Assessment Scoring Report (Group)

The group ongoing assessment scoring report shows the results of the most recent ongoing assessment taken for all of the students in the group. The report shows:

1. The student's name
2. The last ongoing assessment that the student completed.
3. The date the ongoing assessment was completed.
4. The skill cluster the ongoing assessment covers.
5. The comprehension skill the ongoing assessment covers.
6. The total score of the ongoing assessment
7. The percent score of the ongoing assessment.

Group: Small Group 1		Teacher: BEC Teacher		Number of Students: 3			
Name	Last Test Administered	Date	Skill Cluster	Comprehension Skill	Total Score	Percentage	Recommendations
BEC Student 3	Ongoing Assessment 27 - Summarize Information: A Look at Lakes	03/09/11	Distinguishing Important Information	Summarize Information	4/5	80%	Click Here for Recommendation
BEC Student 2	Ongoing Assessment 27 - Summarize Information: A Look at Lakes	03/09/11	Distinguishing Important Information	Summarize Information	4/5	80%	Click Here for Recommendation
BEC Student 1	Ongoing Assessment 28 - Summarize Information: Measuring Time	03/25/11	Distinguishing Important Information	Summarize Information	2/5	40%	Click Here for Recommendation

Completed Assignments

The Completed Assignments Report for individual students lets teachers see at a glance the assessments that are currently assigned to the student. If an assessment has been completed by the student and unassigned by the teacher, it will not appear on this report. The report shows only assessments that appear on the student's assessment page.

By Skills

The By Skill reports show how students have scored within specific skill clusters. The reports show how the students scored on the pre-assessment in the skill cluster, how students scored on the ongoing assessments that are part of the skill cluster, and how the student scored on the post-assessment in the skill cluster.

Name	Literary Elements		Relating Ideas		Inferences and Conclusions		Distinguishing Important Information		Word Study		Text Structure and Features		Making Judgments	
	View Chart	View Graph	View Chart	View Graph	View Chart	View Graph	View Chart	View Graph	View Chart	View Graph	View Chart	View Graph	View Chart	View Graph
BEC Student 5			*	*					*	*	*	*	*	*
BEC Student 6	*	*	*	*					*	*	*	*		
BEC Student 3	*	*	*	*	*	*			*	*	*	*	*	*
BEC Student 4	*	*	*	*					*	*	*	*	*	*
BEC Student 2	*	*	*	*	*	*			*	*	*	*	*	*
BEC Student 1	*	*	*	*	*	*			*	*	*	*	*	*
Student BEC	*	*	*	*	*	*	*	*	*	*	*	*	*	*

View Chart

One way to view the By Skill report is in chart view. The chart view shows:

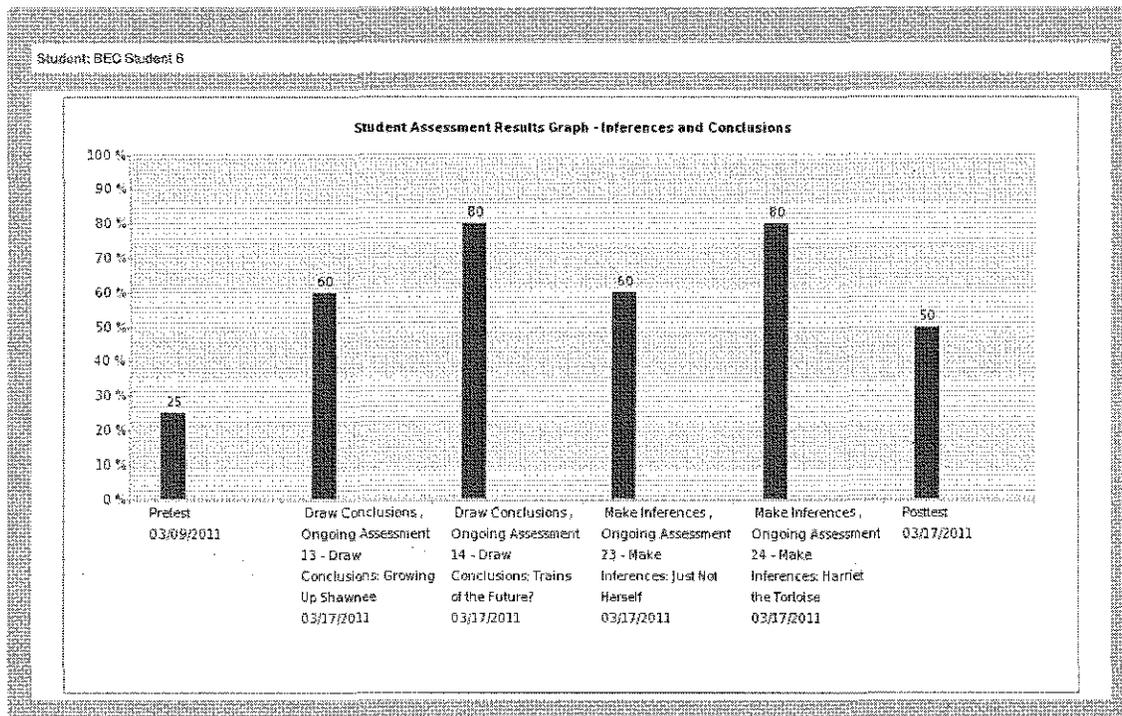
- The student's name
- How the student scored on the pre-assessment in the skill cluster
- How the student scored on the post-assessment in the skill cluster
- The date students took ongoing assessments that are part of the skill cluster
- The name of the ongoing assessment
- The comprehension skill covered with the ongoing assessment
- The total score of the ongoing assessment
- The percent score of the ongoing assessment

Students : Assessments Results - <i>Inferences and Conclusions</i> Click Here for Recommendation				
Student: BEC Student 6		Pre-Assessment CSA Score: 1/4	Post-Assessments CSA Score: 2/4	
Date	Test	Comprehension Skill	Total Score	Percentage
03/17/11	Ongoing Assessment 13 - Draw Conclusions: Growing Up Shawnee	Draw Conclusions	3/5	60%
03/17/11	Ongoing Assessment 14 - Draw Conclusions: Trains of the Future?	Draw Conclusions	4/5	80%
03/17/11	Ongoing Assessment 25 - Make Predictions: She Says, He Says	Make Predictions	3/5	60%
03/17/11	Ongoing Assessment 26 - Make Predictions: Giving Robots a Sense of Touch	Make Predictions	5/5	100%
03/17/11	Ongoing Assessment 23 - Make Inferences: Just Not Herself	Make Inferences	2/5	40%
03/17/11	Ongoing Assessment 24 - Make Inferences: Harriet the Tortoise	Make Inferences	4/5	80%

View Graph

The other way to view the By Skill report is in graph view. The graph view shows:

- The student's name
- How the student score on the pre-assessment in the skill cluster
- How the student scored on the post-assessment in the skill cluster
- The date students took ongoing assessments that are part of the skill cluster
- The name of the ongoing assessment
- The comprehension skill covered with the ongoing assessment
- The total score of the ongoing assessment
- The percent score of the ongoing assessment



Access Resources

Access Resources

Materials

In the Access Resources section, you can:

- View, download, and print resources that you can use offline with your students
- Click on the materials link to see the resources that you have access to

Some of the offline resources include:

- User Guide
- Comprehension Strategy Assessment downloadable assessments
- Informal Assessment for Text Comprehension