

WSES Parent University



Literacy Instruction Using Benchmark Advance



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Tonight's Agenda

01

**Learn about
the Benchmark
Advance
Program and
the why behind
the change.**

02

**Home
Connections**

03

Q & A

04

**Resource
Walk**



What is the Science of Reading?



Science-based reading instruction is based on research from many different fields



- **Research identifies important content and teaching methods.**
- **Science-based reading research leads to science-based reading instruction.**

The Simple View of Reading



Word Recognition

Language Comprehension

Reading Comprehension

The 5 Domains of Literacy Instruction



Domain Name	Description of the Skill Measured
Phonological Awareness	Understanding that a spoken word contains distinct sounds
Phonics	Understanding of the relationships between the sounds of spoken language and the letters of written language
High-Frequency Words	Recognition of words that appear often in the books that children read
Vocabulary	Understanding the meaning of words
Comprehension of Literature	Understanding of what is being read in fictional text
Comprehension of Informational Text	Understanding of what is being read in nonfiction text

The Virginia Literacy Act

The VLA is based on the science of reading, which is a collection of research that shows how people learn to read and how reading should be taught. The VLA goals include:

- ★ Improving literacy outcomes for all students
- ★ Ensuring that students receive evidence-based literacy instruction
- ★ Providing professional development for teachers, reading specialists, and principals

The Virginia Literacy Act Basics



WHY WE NEED THE VLA

To reverse the
trend in literacy
levels



To address learning
loss from the
pandemic



To ensure all children
read at benchmark in
K-3



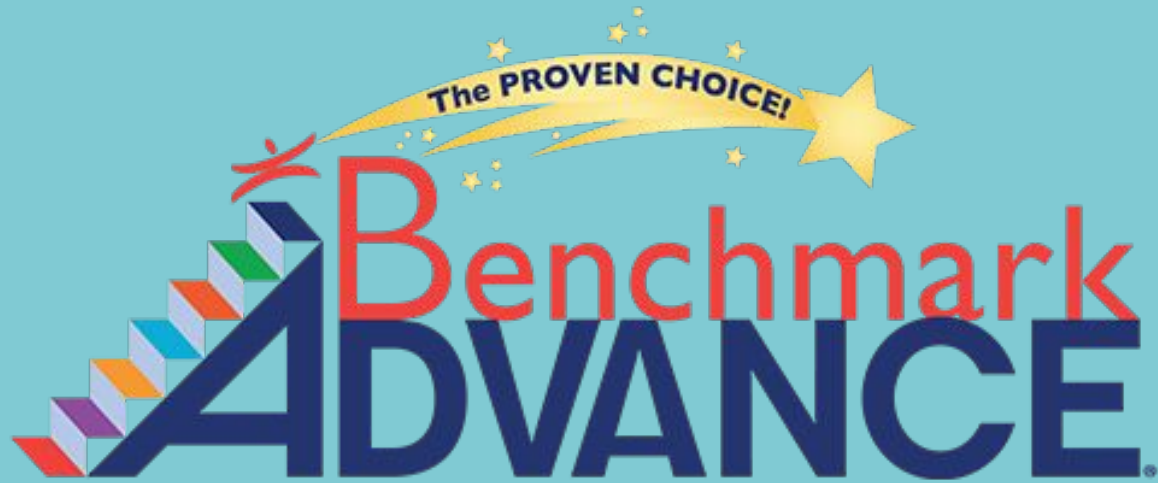
To provide support
for increasing
numbers of at-risk
readers



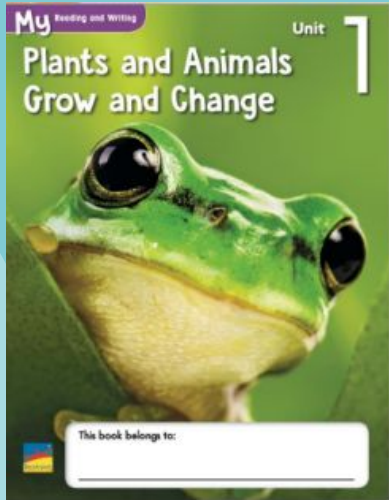
To provide teachers
with evidence-based
instructional strategies
and curricula



Benchmark Advance



What are the components of Benchmark Advance?



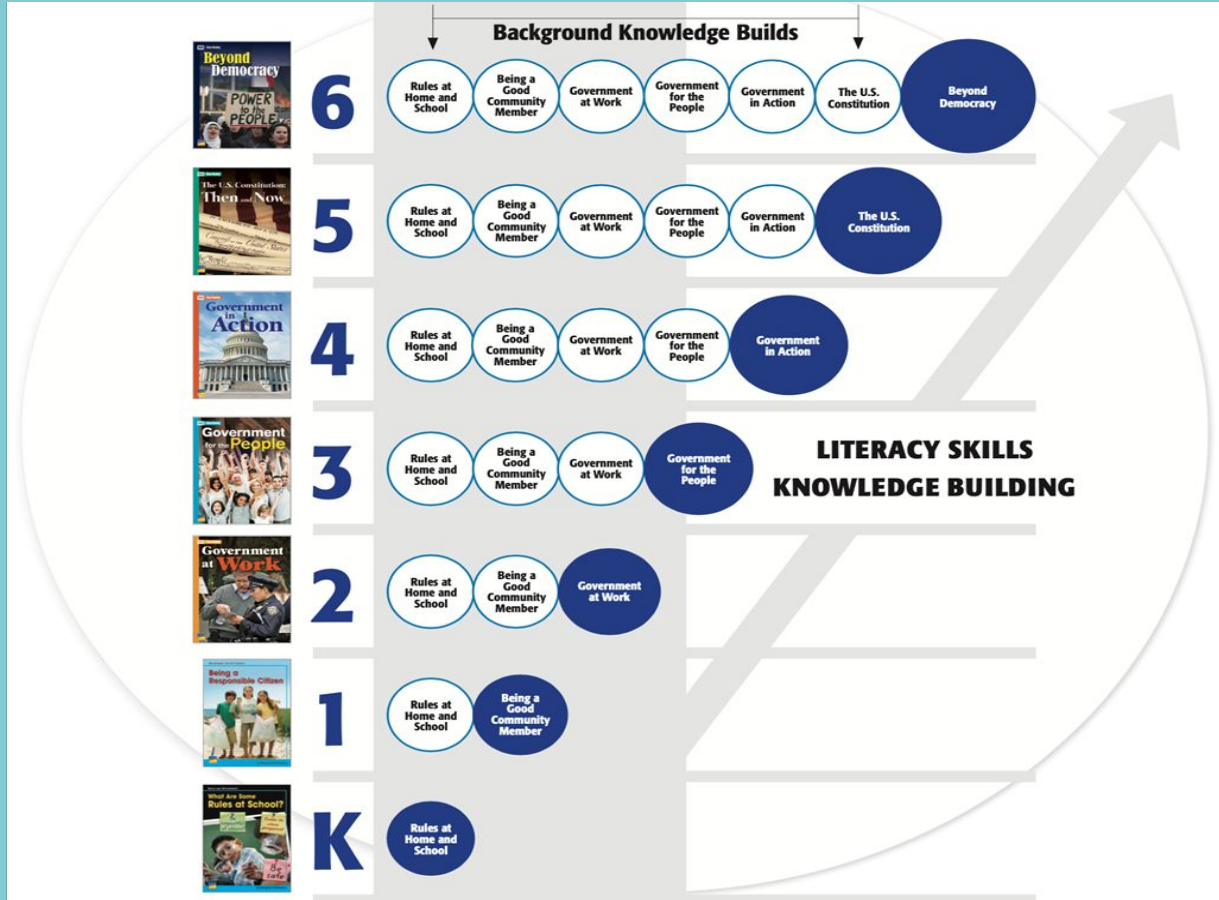
- Comprehension and Knowledge Building
- Vocabulary
- Foundational Skills: Phonological Awareness, Phonics/Word Study, Fluency
- Writing
- Grammar
- Speaking & Listening Skills to Demonstrate Knowledge
- Unit Assessments



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



Growing Knowledge Over Time



Student Work



Short Read 1

Annotate important information as you read. After reading, add information you have learned to your knowledge blueprint.

Notes

A Bird's Free Lunch

from *The Wit of a Duck and Other Papers*

by John Burroughs

One winter, I fastened pieces of suet and marrow bones upon the tree in front of my window. Then, I sat at my desk and watched the birds eat their free lunch. The jays bossed the woodpeckers. The woodpeckers bossed the chickadees. And the

swallow

of all, a sort of hop-of-my-thumb, became quite tame, and one day alighted upon my arm as I stood leaning against the tree. I could have put my hand upon him several times. I wonder where he roosted. He was all alone. He liked the fare so well that he seemed disposed to stop till spring. of wind and snow and zero would be swept away. I thought of the night, when the violence of the storm kept me from sleep.

bottom



John Burroughs

John Burroughs (1837–1921) was a popular nature writer who helped start the conservation movement. He was best known for essays about birds, flowers, and rural scenes observed from his home in the Catskill Mountains of New York. Of his beloved home, he said, "Those hills comfort me as no other place in the world."

1 hop-of-my-thumb—very small; the reference is to the folktales character Tom Thumb, who could fit into the palm of a person's hand.

4

Imagine this solitary atom in feathers drifting about in the great Arctic out of doors and managing to survive. I fancied him in one of my thick spruces, his head under his tiny wing, buffeted by wind and snow, his little black feet clinging to the perch, and wishing that

The fat meat is full instead of lean meat. They want the clear fat. The jays alight upon it and peck away with great vigor, almost standing on tiptoe to get the proper sweep. The

hundred alone in pecking, but the whole body. Yet his blows are abrupt as those of the woodpecker. Pecking is not exactly his business.

▼ red-headed woodpecker



Personal Essay

Notes

5

Annotating Text

Grades K-1

Annotate

As you read, remember to underline and circle letters and words. You can draw and write about the text, too.

I can circle words.

I can draw pictures. 😊

The itsy, bitsy spider climbed up the water spout. 😊

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain.

And the itsy, bitsy spider climbed up the spout again.

I can find * important details.

I can underline words.

I would like to see what these tools look like.

How did they all learn to do this work?

2nd Grade

Annotate to Build Knowledge

Tips for Text Annotation

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

Symbol	Purpose
<u>underline</u>	Identify a key detail.
★	Star an important idea in the margin.
① ② ③	Mark a sequence of events.
○ magma	Circle a key word or phrase.
?	Mark a question you have about information in the text. Write your question in the margin.
!	Indicate an idea in the text you find interesting. Comment on this idea in the margin.

Notes

1 Korczak built many models of the memorial. First, he and the workers measured the models. Then they used surveyor's tools to measure the mountain. After that, Korczak said, all they needed to do was "remove any rock that didn't fit." That sounds simple, but it is a lot of work.

2 Korczak worked on the memorial for the rest of his life. His wife and seven of their ten children carried on his

I like the way Cinderella expresses herself.

I would like to see what these tools look like.

How did they all learn to do this work?

Grades 3-6

Annotate to Build Knowledge

Tips for Text Annotation

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

Symbol	Purpose
<u>underline</u>	Identify a key detail.
★	Star an important idea in the margin.
① ② ③	Mark a sequence of events.
○ magma	Circle a key word or phrase.
?	Mark a question you have about information in the text. Write your question in the margin.
!	Indicate an idea in the text you find interesting. Comment on this idea in the margin.

Notes

1 Next, I ran to add kindling to the fires in their rooms. I would not have feared the end of it if my stepsisters' large, ugly feet touched a cold floor. There was no landing in either room, so I had to run to the backyard to gather up twigs and sticks. Thomas cut my fingers and heels stuck in my hair.

2 My older stepmother demanded soft-boiled eggs. My younger stepister yelled for medium-boiled eggs. I flew in the kitchen to make their breakfasts. I ran round the clock.

I like the way Cinderella expresses herself.

I wonder why Cinderella puts up with her mean stepisters?

Home Connection

Take-Home Activity Calendar

Keep building your knowledge of characters, words, and your world. Try to do at least one activity from this calendar each week.

Week 1

Book of Questions
Do you have questions about the world you wonder about? Record the questions aside some time to go to the library or online to research and find answers to these questions.

Phishing!
What are some of the ways we help others? Make a list of the things you do to help others. Then make a list of some ways you could help others in the future.

Interview Your Hero
Do you have someone that you look up to? Write a list of questions you would like to ask that person. Then write a letter or e-mail, or set up a time to interview the person you admire.

Activity Connections:
 ● art ● social studies ● science ● literature

Your Name in Braille
People without sight use Braille to read. Go to the library or online to research the Braille alphabet. Then use a piece of paper and a pencil to imprint your name in Braille. Practice reading it with your fingers.

Star Search
There are more than 100 billion stars in the universe. Go to your local library or online to research just one. Make a poster or a digital slide show about your star.

A Personal Note
Think about a time when you helped someone overcome, or conquer, a fear. Write a short paragraph about the experience. How did it make you feel?

What Does It Mean to Be Brave?
Create a short paragraph, poem, or picture that expresses what it means to you to be brave.

Still Life
Do you have an object in your home that has a special meaning or memory attached to it? Draw a still life picture of this object.

Illustrator's Notebook
Visualize a scene from this week's readings. Picture the characters, setting in your head. Then draw an illustration of that scene.

Benchmark Education Company

Take-Home Activity Calendar

Do at least one activity each week. Draw an X or an O on it when finished. Can you create a row of Xs or Os?

Week 1

Character Features
Reread page 9 of "Little Red" with your child. Ask your child to talk about the wolf.

Little Red Reacts
Look at the picture on page 10. Ask your child about how Little Red feels.

Hunt for Short e
Search around your home and look for objects with the short e sound, such as bed, pet, ball.

Week 2

Write Sentences
Have your child create a short list of words with short i, such as run, bus, mud. Then, ask your child to write sentences using these words.

Friends All Around
Turn to page 18 of "Come Here, Friend." Ask your child, "What other friends can you find at the beach?"

Act It Out
With your child, act out the story of "The Turtle and the Horse."

Week 3

Draw a Picture
Have your child pick a word from the poem "By Myself" (pages 24-25). Then, ask your child to draw a picture of that word.

Rhyming I-Blends
With your child, read through "What Is It?" (pages 28-31). Have your child create a rhyming word for each i blend in the riddles, such as flat, slide, blue.

Create Your Own Riddle
Turn to "What Is It?" (pages 28-31). Ask: "What fun riddles can you think of?"

Game Directions

- Partners take turns reading a word on the Tic-Tac-Toe board.
- When a word is correctly read, the player places a marker (e.g., a penny) on the spot.
- The player who gets three words in a row (vertically, horizontally, or diagonally) wins.

Game Board:

red	bug	tip
bed	fun	sled
get	sun	clap
leg	run	tip
men	jump	slug
ten	hug	black



Home Connection

Read!

The number one best way to help your child at home is to read. Read to your child, have your child read to you. We want to build Reading Stamina!

- ★ K- Practice reading words nightly
 - ★ Grades 1-2 : 10-15 minutes a night
 - ★ Grades 3-6: 20-30 minutes a night
- *Read different genres*

What are ways my child can **listen to reading** at home?

- ★ Libby App
- ★ MyOn/Pebble Go/Tumble Books
- ★ Benchmark Bookshelf
- ★ MyOn
- ★ NewsELA



How can I help my child with **comprehension** at home?

- ★ Have conversations before, during, and after reading together
- ★ Talk about tricky vocabulary
- ★ Use open-ended questions
- ★ Ask your child to apply the book's message to the world around them.



Online Resource

- ★ Work on Lexia
(complete minutes weekly)

Please allow your child to work on Lexia independently.



Unlock Your Child's Reading Potential: FCPS Resources

Your Guide to Supporting Reading Success at Home



Resources for Families

Welcome families! Whether you want to learn about a certain topic or find activities to do at home with your child, we hope you can find what you need here!

HOW CAN MY CHILD LISTEN TO BOOKS AT HOME?

HOW CAN MY CHILD PLAY COMPUTER GAMES TO HELP IMPROVE LITERACY SKILLS?

HOW CAN I HELP MY CHILD PLAY WITH SOUNDS?

HOW CAN I HELP MY CHILD LEARN THEIR LETTER NAMES AND SOUNDS?

HOW CAN I HELP MY CHILD READ AND SPELL WORDS?

HOW CAN I HELP MY CHILD LEARN NEW VOCABULARY?

A hand holding a blue marker is shown writing the word "QUESTIONS" in a blue, rounded, sans-serif font on a white rectangular board. A horizontal blue line is drawn below the word. The background of the entire slide is a light teal color with decorative white clouds, circles, and a leafy branch in the bottom right corner.

QUESTIONS

**What questions do you
have?**

Resource Walk

Teacher Materials

All teachers in FCPS use the same lessons

Online Platform

Can be used to read texts and for assessments



Student Magazines

Each student has their own text to read and annotate

Reader's Theater

Used to build fluency and have fun

Small Group Texts

Used to build fluency, vocabulary and comprehension

Intervention

All grades have additional lessons to reinforce skills

Thank you for joining us tonight!

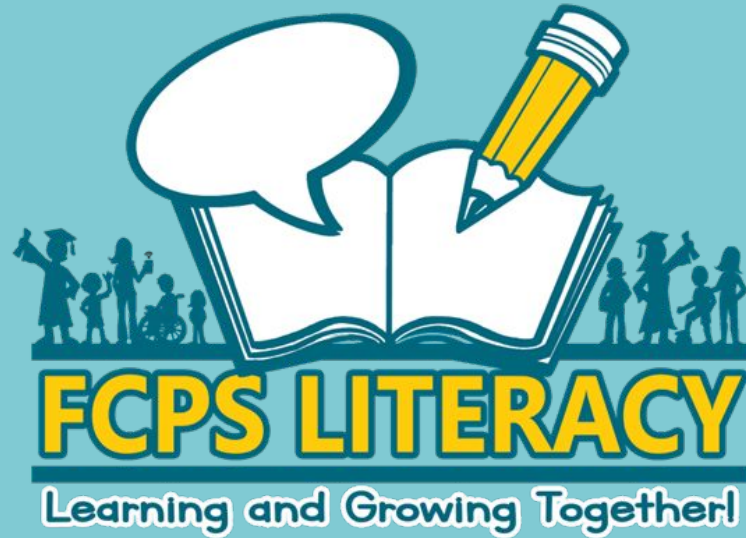
Please feel free to contact
me if you have questions.

Contact Information:

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Teacher Materials





Small Group Texts





Readers Theater Texts



Intervention Materials





Student Magazines





Online Resources





WSES Parent University

**In The Library
at 6:00 PM**

