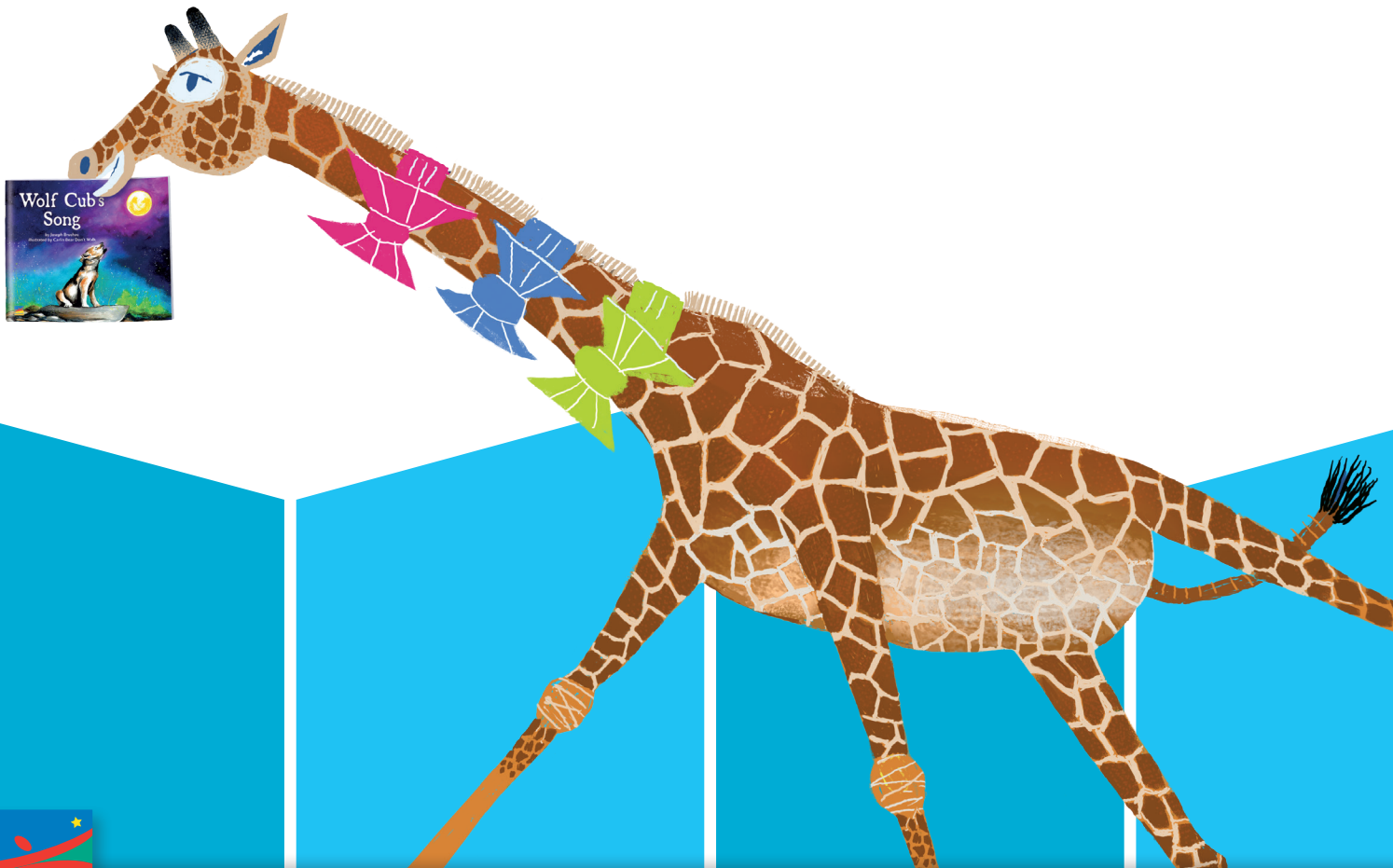


READER'S Workshop





Dear Educator,

As teachers, we are all learners. We collaborate by thinking through new ideas, discussing best instructional practices to support and strengthen our teaching, and adding tools for assessment

that inform instruction. At Benchmark Education, we have developed this workshop using our Workshop Plus model that considers a practitioners' point of view at all experience levels. It is our wish that we use it as the basis for comprehensive literacy design. The Workshop Model allows teachers to dip into and out of it as needed. The workshop design and its premise that reading and writing are reciprocal processes allow teachers and learners to look at a variety of fiction and nonfiction genres and text types from the same vantage point and with the same basic questions in mind to foster conversation with students:

- Why did the author create this?
- What do I think about the ideas and points of view?
- How did the writer go about building this?
- What was her purpose?

At the heart of **Reader's Workshop**, the teacher is asking open-ended questions to each student such as his favorite part of a book or why he chose the book, and even if he wants to continue with or abandon a book. These questions should lead the student to take the bigger role in the conference. By asking questions that involve noticing theme and character change, and identifying and synthesizing big ideas, the teacher is teaching universal strategies the student can transfer to any text. The teacher is there to support the reader's ideas and questions, foster use of a pertinent strategy, and nudge the reader toward deeper ways of thinking about a text.

I invite you to look inside and explore the possibilities that Reader's Workshop can provide to you and your students.

Sincerely,

Adria F. Klein

Adria F Klein, Author, Workshop Plus

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Our Author & Consultant Team

Benchmark Workshop's authors are pedagogical leaders and instructional innovators. Their work is grounded in real-world classroom practice. Each workshop is supported by comprehensive

professional development solutions delivered by highly qualified trainers—experts in comprehensive literacy. Our PD solutions are customizable and delivered in formats tailored to your school needs.



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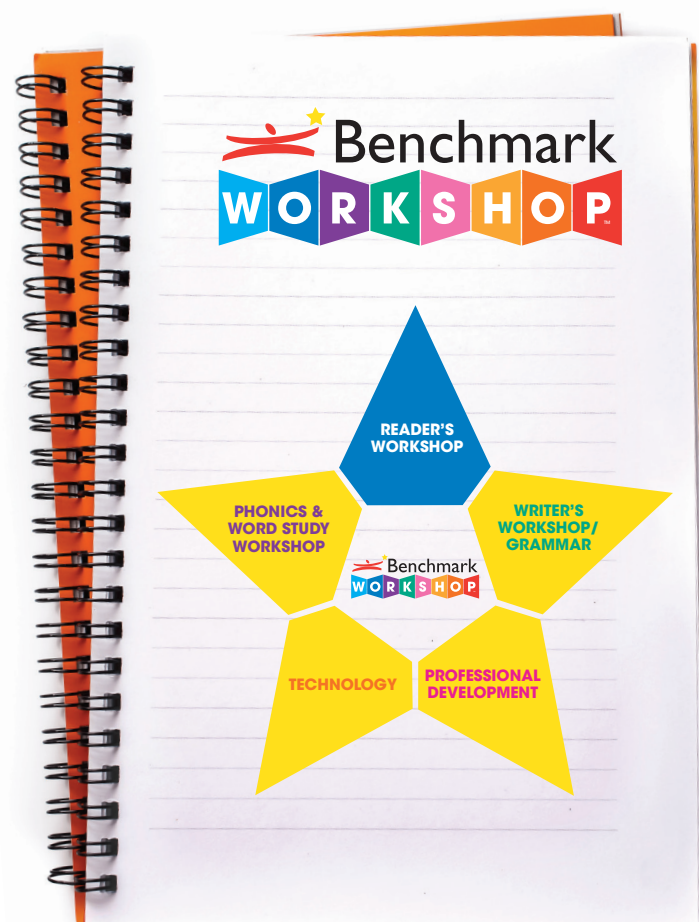
Patty McGee, M.Ed.

A professional development specialist, prolific writer, consultant, presenter, and author of professional books on writing

Best Practices for Effective Workshops

Utilizing a common-sense instructional approach, our mission is for students to become powerful readers and writers in the classroom and in the real world. The workshop model should be designed as a responsive teaching method guiding your young learners toward a very bright future, and must include:

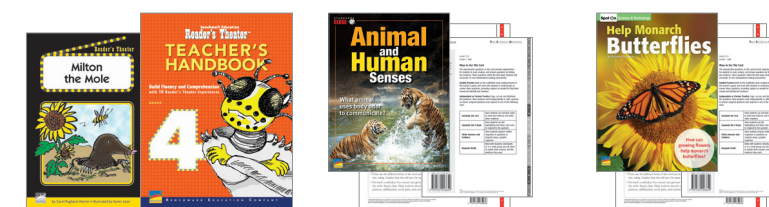
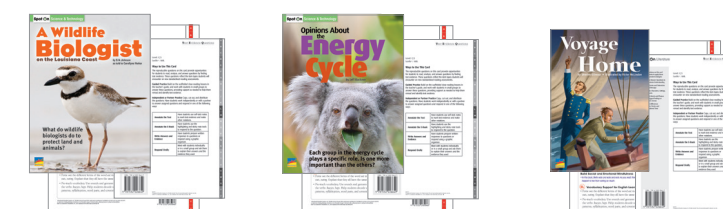
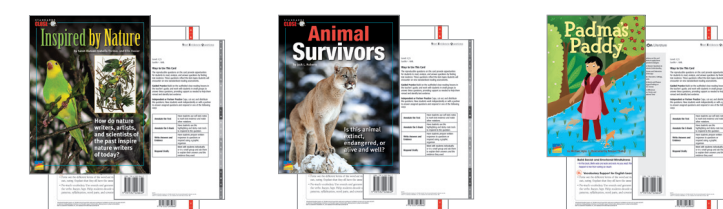
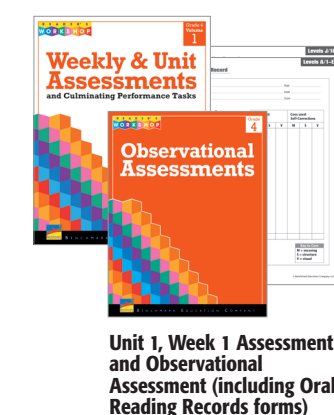
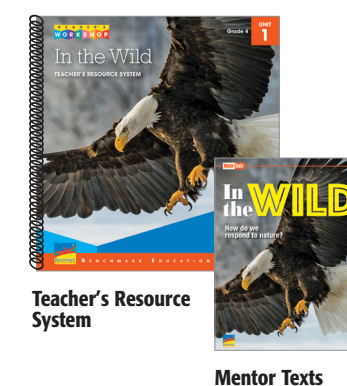
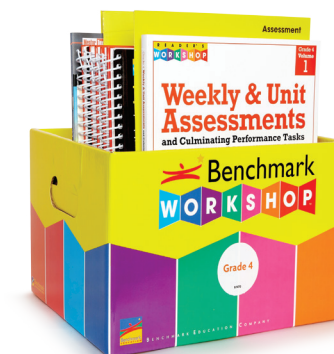
- **Student-centered** responsive instruction with consistent, authentic routine
- **Self-efficacy** on behalf of students
- **Ongoing formative assessment**
- **Meaningful conversations,** feedback, and reflections
- **Support for all learners**



The Benchmark Workshop Difference

Benchmark's Reader's Workshop is a well-designed, goal-oriented approach to addressing literacy standards, exposing students to complex text, authentic text, and building content knowledge across grade levels.

- **Knowledge-building topics and academic vocabulary** aligned across grades
- Launching units for every grade to teach **classroom routines**
- **Daily roadmap** to support teachers new to workshop
- **Built-in flexibility** for teachers to chart their own course
- **Explicit mini-lessons** with clear strategies and teacher models that empower students
- **In-depth language development support for English Learners**
- **Aligned to Benchmark Phonics & Word Study Workshop, Benchmark Writer's Workshop, and Benchmark Grammar Study Micro-Workshop**



Full Year of Reading Instruction

Reader's Workshop is organized into ten 3-week units, each centered around a topic. The year begins with three weeks focused on launching the Reader's Workshop and establishing routines that reoccur throughout the year.

| Week | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------|--|---|---|---|---|--|
| 0 | 3 Weeks Launching the Reader's Workshop | 3 Weeks Launching the Reader's Workshop | 3 Weeks Launching the Reader's Workshop | 3 Weeks Launching the Reader's Workshop | 3 Weeks Launching the Reader's Workshop | 3 Weeks Launching the Reader's Workshop |
| 1 | 3 Weeks Unit 1 Plants and Animals Have Needs | 3 Weeks Unit 1 Plants and Animals Grow and Change | 3 Weeks Unit 1 Habitats Around the World | 3 Weeks Unit 1 Animal Characteristics | 3 Weeks Unit 1 In the Wild | 3 Weeks Unit 1 Partners in Survival |
| 2 | 3 Weeks Unit 2 Every Story Has Characters | 3 Weeks Unit 2 Many Kinds of Characters | 3 Weeks Unit 2 Characters Learn and Grow | 3 Weeks Unit 2 Characters Shape Their Stories | 3 Weeks Unit 2 Characters in Focus | 3 Weeks Unit 2 Characters Develop Relationships |
| 3 | 3 Weeks Unit 3 Rules at Home and School | 3 Weeks Unit 3 Being a Good Community Member | 3 Weeks Unit 3 Government Working for Us | 3 Weeks Unit 3 We the People | 3 Weeks Unit 3 Your Government at Work | 3 Weeks Unit 3 Our Changing Constitution |
| 4 | 3 Weeks Unit 4 Writers Tell Many Stories | 3 Weeks Unit 4 Stories Have a Narrator | 3 Weeks Unit 4 Different Characters, Different Points of View | 3 Weeks Unit 4 Different Perspectives, Different Points of View | 3 Weeks Unit 4 Through the Storyteller's Eyes | 3 Weeks Unit 4 Distinct Voices, Diverse Perspectives |
| 5 | 3 Weeks Unit 5 Technology at Home and School | 3 Weeks Unit 5 Technology at Work | 3 Weeks Unit 5 Technology and Invention | 3 Weeks Unit 5 Technological Advancements | 3 Weeks Unit 5 Robot Revolution | 3 Weeks Unit 5 Innovation in a Changing World |
| 6 | 3 Weeks Unit 6 Stories Have a Message | 3 Weeks Unit 6 Stories Teach Many Lessons | 3 Weeks Unit 6 Tales That Teach Us | 3 Weeks Unit 6 Decisions, Decisions | 3 Weeks Unit 6 Heroes and Villains | 3 Weeks Unit 6 Struggles for Survival |
| 7 | 3 Weeks Unit 7 Holidays and Celebrations | 3 Weeks Unit 7 Past, Present, and Future | 3 Weeks Unit 7 Pioneers in Flight | 3 Weeks Unit 7 Communities Past and Present | 3 Weeks Unit 7 Changing Lives, Changing Communities | 3 Weeks Unit 7 The American Revolution |
| 8 | 3 Weeks Unit 8 Weather and Seasons | 3 Weeks Unit 8 Observing the Sky | 3 Weeks Unit 8 Wind and Water Shape the Land | 3 Weeks Unit 8 Earth's Surface | 3 Weeks Unit 8 Nature's Fury | 3 Weeks Unit 8 Water |
| 9 | 3 Weeks Unit 9 Meeting Our Needs and Wants | 3 Weeks Unit 9 We Use Goods and Services | 3 Weeks Unit 9 Making, Buying, and Selling | 3 Weeks Unit 9 Time, Money, and Values | 3 Weeks Unit 9 Resources Impact Economies | 3 Weeks Unit 9 Economies in Transition |
| 10 | 3 Weeks Unit 10 Forces and Motion | 3 Weeks Unit 10 Exploring Sound, Light, and Heat | 3 Weeks Unit 10 Changing Matter | 3 Weeks Unit 10 Actions, Reactions, and Interactions | 3 Weeks Unit 10 Exploring Electricity | 3 Weeks Unit 10 Exploring Matter |

Connected, Continuous, Content Knowledge Strands

- Ten vertically aligned knowledge strands connect Grades K–5, building content-area concepts and vocabulary.
- Reader's Workshop provides cross-curricular opportunities so students have time to apply and transfer what they know. In addition, teachers can collaborate across grades and work as a team to get students ready for lifelong success.

Content Knowledge Alignment

Knowledge strands are consistently mapped across all grade levels, which supports the development of knowledge over time.

| Unit | Knowledge Strand | GRADES | | | | | |
|------|---------------------------------|--------|---|---|---|---|---|
| | | K | 1 | 2 | 3 | 4 | 5 |
| 1 | Life Science | | | | | | |
| 5 | Technology and Society | | | | | | |
| 6 | Themes Across Cultures | | | | | | |
| 7 | History, Culture, and Geography | | | | | | |
| 8 | Earth Science | | | | | | |
| 9 | Economics | | | | | | |
| 10 | Physical Science | | | | | | |

Example from Reader's Workshop Content Knowledge Alignment, Grades K–5

Vertical Alignment of Knowledge Strands K–5

Each unit topic is centered around an essential question, which drives discussions and knowledge building around multiple texts.

| Unit | Knowledge Strand | GRADES | | | | |
|------|---------------------------------|---|--|--|--|---|
| | | K | 1 | 2 | 3 | 5 |
| 1 | Life Science | Plants and Animals Have Needs Why do living things have different needs? | Plants and Animals Grow and Change Why do living things change? | Habitats Around the World How do living things get what they need to survive? | Animal Characteristics How do living things survive in their environment? | Partners in Survival How do living things help one another survive? |
| 2 | Character Matters | Every Story Has Characters How are characters different? | Many Kinds of Characters How do we learn about characters? | Characters Learn and Grow What can we learn when we face problems? | Characters Shape Their Stories How do our actions influence our lives? | Characters Develop Relationships Why do we value certain qualities in people? |
| 3 | Government and Citizenship | Rules at Home and School Why do we have rules? | Being a Good Community Member Why do people get involved in their communities? | Government Working Why do we need a government? | We the People Why do people participate in government? | Our Changing Constitution Why do laws continue to evolve? |
| 4 | Perspectives in Literature | Writers Tell Many Stories Why do people tell stories? | Stories Have a Narrator How do people create stories? | Different Characters, Different Points of View How can a story change depending on who is telling it? | Different Perspectives, Different Points of View What makes people view the same experience differently? | Distinct Voices, Diverse Perspectives How can other perspectives help us evaluate the world? |
| 5 | Technology and Society | Technology at Home and School Why do we use technology? | Technology at Work How can technology make a difference in our lives? | Technology and Invention Where do ideas for inventions come from? | Technological Advancements What is the value of innovation? | Innovation in a Changing World What value does technology bring to people's lives? |
| 6 | Themes Across Cultures | Stories Have a Message How do we know what is right? | Stories Teach Many Lessons What can we learn from a mistake? | Tales That Teach Us What can different cultures teach us? | Decisions, Decisions What helps us solve problems? | Struggles for Survival What compels us to survive? |
| 7 | History, Culture, and Geography | Holidays and Celebrations Why do we celebrate people and events? | Past, Present, and Future Why is the past important? | Pioneers in Flight How does understanding the past shape the future? | Communities Past and Present What is a community? | The American Revolution How does conflict shape a society? |
| 8 | Earth Science | Weather and Seasons How do our lives change with the seasons? | Observing the Sky Why do the sun and moon capture our imagination? | Wind and Water Shaping the Earth How do we react to changes in our environment? | Earth's Surface How do we understand change? | Water What does water mean to people and the societies they live in? |
| 9 | Economics | Meeting Our Needs and Wants Why do we make choices? | We Use Goods and Services Why do people trade with each other? | Making, Buying, and Selling How do the goods we buy and sell connect to our lives? | Time, Money, and Values What do our economic choices tell us about ourselves? | Economies in Transition How do economic changes impact society? |
| 10 | Physical Science | Forces and Motion What makes things move? | Exploring Sound, Light, and Heat How would our lives be different without sound, light, and heat? | Changing Matter How can matter change? | Actions, Reactions, and Interactions How does understanding science help us achieve our goals? | Exploring Matter Why do we measure and describe the world? |

Example from Reader's Workshop Unit Topic and Essential Question Alignment, Grades K–5

Gradual Release Units Designed for Transfer

Reader's Workshop provides teachers with all the tools they need to create a community of readers. Each student accesses complex text sets on a topic, allowing students to build content knowledge within the grade and across all grades, enhancing equity. Students develop reading, speaking, writing, and listening skills on a topic, causing students to develop deeper content knowledge of complex texts.

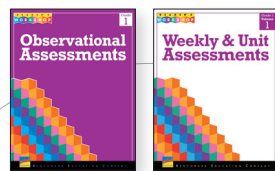
Celebrate Teacher Expertise

- Flexible paths provide teachers with choice.
- Tools enhance teacher decisions.
- Mini-lessons respect teachers' time.



Whole-Group Mini-Lessons

Efficient and flexible instruction using mentor text sets that focus on identified personal learning goals.



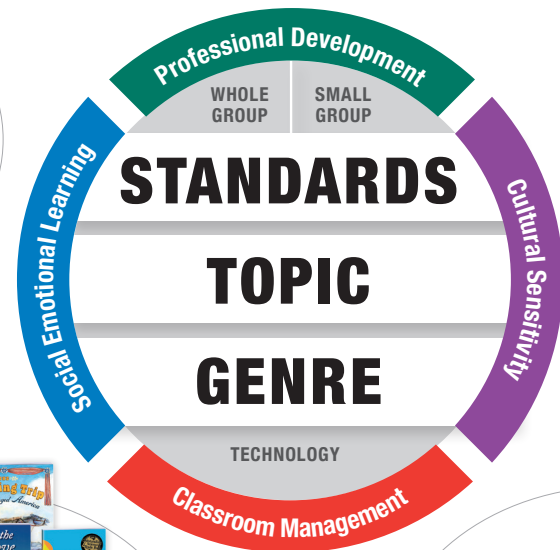
Ongoing Assessment

Includes digital and print assessments, as well as observational assessments to inform instructional decisions.



Small-Group Reading Instruction

Flexible plans and unique resources allow teachers to be responsive to students achieving their learning goals. Precisely leveled texts reinforce whole-group topics, skills, and strategies.



Independent Reading

Students build reading volume and stamina with self- and teacher-selected titles.

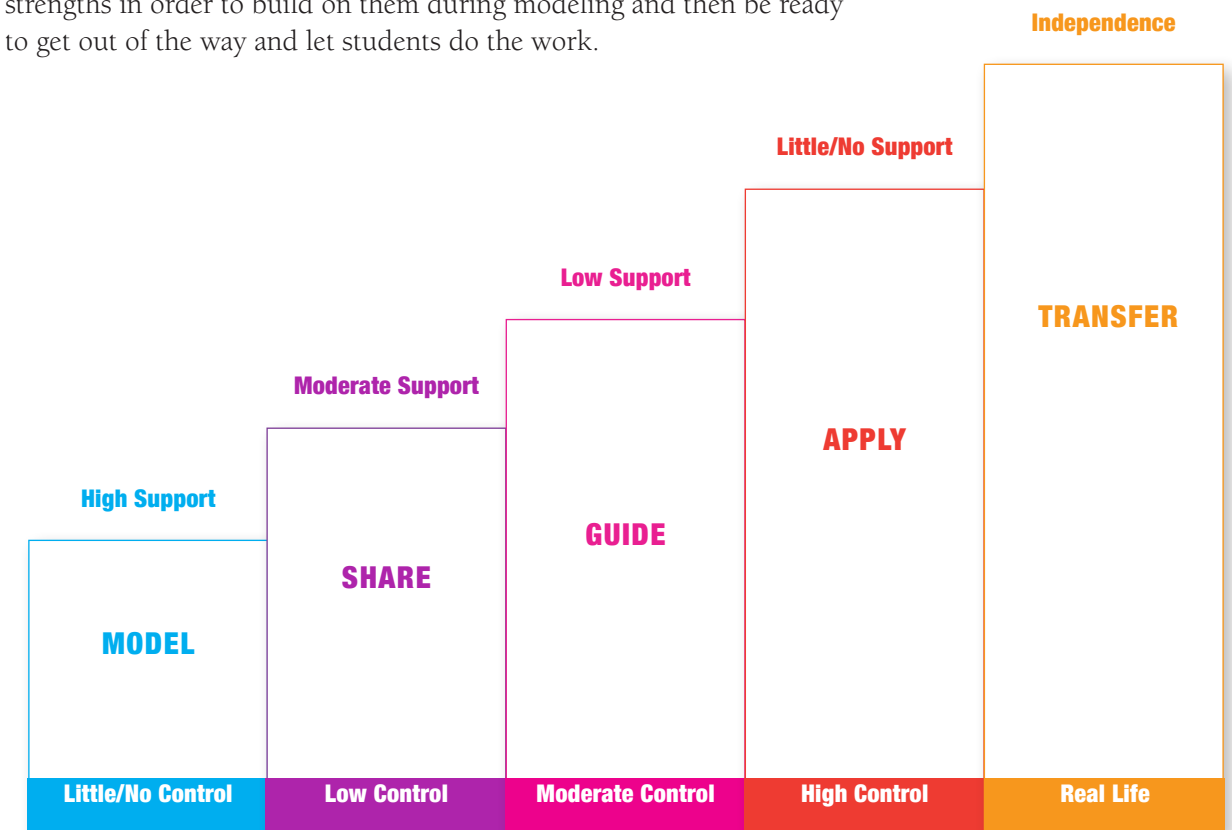


One-on-One Conferencing

Responsive teaching tools provide strategies and prompts to support teachers as they conduct productive and engaging student-centered conferences.

The Benchmark Workshop 5 Phases of Gradual Release to Transfer

In Benchmark Workshop, the goal is not simply to master skills and move on to the next one. The ultimate goal is to go beyond mastery to transfer. It is important that students are able to apply what's learned on their own, in a new situation. The teacher's role is to know the students' strengths in order to build on them during modeling and then be ready to get out of the way and let students do the work.



Suggested Units Pacing Guide

Daily instruction in whole group includes Interactive Read-Aloud, Shared Reading, and Reading Mini-Lessons. Skills and strategies are generally revisited throughout the three weeks of the unit, providing students repeated exposures and practice.

Grade 4, Unit 1, Suggested Pacing Guide

| | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|--------|------------------------|---|---|---|--|
| WEEK 1 | Interactive Read-Aloud | Mentor Text: "Beautiful Butterflies" | Teacher's Choice | Mentor Text: "Shenandoah Insects" | Teacher's Choice |
| | Shared Reading | On Days 2, 3, or 4, conduct a shared reading to build fluency using the lesson on pages AR6–AR7. | | | |
| | Mini-Lesson | Introduce the Unit: <i>In the Wild</i> | "Beautiful Butterflies" Ask Questions Before and During Reading | "Beautiful Butterflies" Determine Central (Main) Idea and Explain Supporting Evidence | "Shenandoah Insects" Build Vocabulary: Use Context Clues |
| | DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |
| WEEK 2 | Interactive Read-Aloud | Mentor Text: "The Chipmunk" | Mentor Text: "The Opossum" | Teacher's Choice | Teacher's Choice |
| | Shared Reading | On Days 7, 8, or 9, conduct a shared reading to build fluency using the lesson on pages AR8–AR9. | | | |
| | Mini-Lesson | "The Chipmunk" Introduce the Genre: Personal Narrative | "The Chipmunk" Ask Questions After Reading | "The Opossum" Build Vocabulary: Use Resources to Determine or Clarify Meaning | "The Opossum" Analyze First-Person Point of View |
| | DAY 11 | DAY 12 | DAY 13 | DAY 14 | DAY 15 |
| WEEK 3 | Interactive Read-Aloud | Mentor Text: "Keeping Wildlife Wild" | Teacher's Choice | Mentor Text: "Delight in Nature" | Teacher's Choice |
| | Shared Reading | On Days 12, 13, or 14, conduct a shared reading to build fluency using the lesson on pages AR10–AR11. | | | |
| | Mini-Lesson | "Keeping Wildlife Wild" Determine Central (Main) Idea and Infer Author's Purpose | "Keeping Wildlife Wild" Build Vocabulary: Use Context Clues | "Keeping Wildlife Wild" Analyze Text and Graphic Features | "Delight in Nature" Introduce the Genre: Poetry |

Grade 4, Unit 1, Strategies and Skills at a Glance

| | WEEK 1 | WEEK 2 | WEEK 3 | | |
|------------------------|--|--|--|---|---|
| Interactive Read-Aloud | Fluency | Model Reading with Fluent Expression | Model Reading with Fluent Expression | Read Grade-Level Poetry Orally with Accuracy | |
| | Comprehension, Genre Analysis & Author's Craft | Paraphrase and Summarize Key Concepts | Paraphrase and Summarize Key Events | Paraphrase and Summarize Key Concepts | |
| | Vocabulary and Word Solving | Use Context Clues (Affixes and Greek Roots): <i>migrate, cycle, metamorphosis, pollinators, exceeds, diversity</i> | Use Context Clues (Affixes): <i>spectator, dilate, riveted, marsupial, pitiful, jubilantly</i> | Use Context Clues (Synonyms and Antonyms): <i>aggressive, predator, bristly, gorge, winding, haul</i> | ✓ |
| Shared Reading | Fluency | Phrasing | Inflection/Intonation—Pitch | Word Recognition and Understanding | |
| | Metacognition | Ask Questions | Ask Questions | | |
| Mini-Lessons | Comprehension, Genre Analysis & Author's Craft | Determine Central (Main) Ideas | | Determine Central (Main) Ideas | ✓ |
| | | Draw Inferences | | Draw Inferences | ✓ |
| | | Interpret Text and Graphic Features | | Analyze Text and Graphic Features | ✓ |
| | Vocabulary and Word Solving | | Identify Elements of a Personal Narrative | | |
| | | | Analyze First-Person Point of View | | ✓ |
| | | | Explain Author's Purpose and Message | | |
| Speaking and Listening | | | Analyze Features of Poetry | | |
| | | Use Context Clues | | Use Context Clues | ✓ |
| | | Use Resources to Determine or Clarify Meaning | | ✓ | |
| | | | State, Clarify, and Build on Ideas About Topics and Texts | | |

✓ = strategy or skill is assessed on Unit Assessment

Consistent Mini-Lesson Structure

In Reader's Workshop, Interactive Read-Aloud happens daily and is essential to students' development as readers. Read-aloud time provides students with exposure to high-quality complex texts and allows teachers to model metacognition and key aspects of fluency: rate, intonation, and prosody.

TARGETED mini-lessons address today's standards and expectations.

Whole-Group Interactive Read-Aloud, 10-12 minutes

WEEK 2: Interactive Read-Aloud

Abuelita's Secret

Teaching Points

- Genre: realistic fiction
- Print concepts: book cover, author
- Story elements: characters, events
- Comprehension strategies: ask questions, draw inferences, use illustrations to describe characters and events

Materials

- Mentor Read-Aloud: *Abuelita's Secret*

Teaching Points clearly identify the lesson focus.

Introduce the Book (3-5 min.)

Display the cover as you model print concepts.

Today we're going to read a story called *Abuelita's Secret*. **Abuelita** is a Spanish word that means "grandma" or "granny." This story was originally written in Spanish by the author Alma Flor Ada. She is a famous children's author who was born in Cuba and whose first language is Spanish.

Model asking questions before reading as you point to and talk about the front cover illustration.

The illustration on the front cover shows a woman who looks like someone I might meet in real life. That makes me think this story will be realistic fiction—about characters who could really exist and events that could really happen. I wonder if this woman is *Abuelita*. I also wonder what her secret is and to whom she might tell it.



Mentor Text: *Abuelita's Secret*, front cover

Sample teacher modeling is provided in blue type to support a range of teachers.

Scaffold English Learners using sensory, graphic, and interactive supports.

EL Supporting English Language Development

Invite students whose first language is Spanish to tell the class the meaning of *abuelita*. Explain that Gabriel does not want to go to school. His *abuelita* is helping him. Elicit students' prior knowledge and experience with going to school for the first time by asking how they felt on their first day.

WEEK 2: Interactive Read-Aloud

Read the Book (7-10 min.)

Read aloud the text, stopping two or three times at most to think aloud. Suggested stop-and-talk points are provided.

- Page 7 – Make an inference: *Gabriel's mother and brother have tried to reassure him, but he doesn't listen. He slumps down in his chair and hides his face in a cushion. I think he is afraid to go to school, but he doesn't want to admit it.*
- Page 11 – Ask questions during reading: *I notice something. Every time I turn a page, Abuelita is there! I wonder what she is thinking. I wonder when she will say something. Will she tell her secret to Gabriel?*
- Page 16 – Turn, talk, and listen: *What do you think is going to happen? Turn and tell your thinking partner.*

EL Supporting English Language Development

Name characters and objects shown in the illustrations. Paraphrase dialogue in simpler language. Role-play verb phrases to support meaning (e.g., *slumping lower* [page 4], *flopped into a chair* [page 6], *burying his head in a cushion* [page 6]).

Respond and Build Social and Emotional Mindfulness (3-5 min.)

Gabriel was afraid his classmates wouldn't like him. How did his abuelita help him overcome his fear? Turn and share your ideas with your thinking partner.

Monitor partners' conversations. Choose a few students to share their ideas with the whole class. Reinforce social and emotional mindfulness.

EL Supporting English Language Development

Language Objective: Explain a character's actions using past tense.

Substantial Support
She gave him a ____.

Moderate Support
Gabriel's abuelita gave him ____.

Light Support
Gabriel's abuelita _____. Gabriel realized that _____.

Wrap-Up

*We read *Abuelita's Secret* and made inferences and asked questions. Keep these in mind as we revisit the story during mini-lessons.*

WEEK 2



Mentor Text: *Abuelita's Secret*, pages 6-7



Mentor Text: *Abuelita's Secret*, pages 10-11



Mentor Text: *Abuelita's Secret*, pages 16-17

Suggested stopping points for modeling metacognition and strategies are provided.

Connects to reading mini-lessons.

Grades K-1

Consistent Mini-Lesson Structure

Build a community of readers in your classroom. Shared reading engages students with rhyme, rhythm, and repetition; enriches oral vocabulary around each topic; reinforces concepts of print; and provides opportunities to connect to phonics skills in context.

FOCUSED mini-lessons provide “Look-Fors” for responsive teaching.

Whole-Group Shared Reading, 10–12 minutes

WEEK 2: Shared Reading 1

Day 1

Three Little Kittens

Suggested learning goals are provided and connect to Benchmark Phonics & Word Study Workshop.

Learning Goals

I will be able to:

- ✓ Create mental images to deepen understanding.
- ✓ Identify previously learned high-frequency words (*you, have, little*).

Materials

Big Book of Shared Readings and Poetry, Vol. 1: “Three Little Kittens,” pages 20–21, class easel, and pointer

Introduce and Read the Rhyme (3–5 min.)

Display and introduce the nursery rhyme.

Three little kittens are characters in this rhyme. Listen and follow along as I read. I want you to create mental images of what happens when the kittens lose their mittens and then find them.

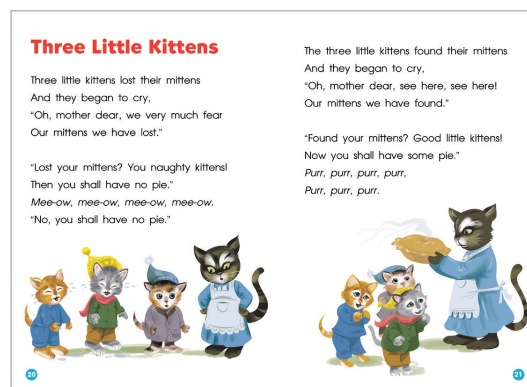
We’ll be hearing words that name sounds the kittens make. When the kittens meow, they are making a high-pitched sound like a cry. The kittens meow because they are sad or upset. When the kittens purr, they are making a low sound to show that they are happy. As you listen, create a mental image of the kittens and what they are doing.

Read aloud the rhyme in a fluent, expressive voice, pointing under the words as students follow along.

Read the rhyme again, inviting students to chime in on the repeated words *mee-ow* and *purr*.

Turn, Talk, and Listen (2 min.)

Ask thinking partners to describe one mental image they created as they listened that helped them understand. Call on one or two students to paraphrase what their partners told them.



Shared Readings and Poetry: “Three Little Kittens,” pages 20–21

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WEEK 2: Shared Reading 1

WEEK 2 Day 1

Reinforce Print Concepts (2 min.)

Discuss end marks in context.

Look at the first four lines of the rhyme. What do you see at the end of lines 2 and 4? That’s right. These lines have end marks. Rhymes, or poems, have a series of short lines of text. There is often an end mark at the end of a line. The end marks help us know how to read the lines. They help us know when to pause briefly and when to stop.

Three little kittens lost their mittens
And they began to cry,
“Oh, mother dear, we very much fear
Our mittens we have lost.”

Shared Readings and Poetry: “Three Little Kittens,” page 20

Review Known Words (2 min.)

Invite a few students to point to and read aloud a high-frequency word in the text that they have previously learned (e.g., *you, have, little*) or a word they are able to decode.

Add known words to your class word wall, and remind students that they are accountable for these words in their reading and writing.

Wrap-Up

We read a rhyme and created mental images, identified end marks, and reviewed words we know. We can apply these strategies and skills as we read other texts.

LOOK FOR Formative Assessment

Literacy Behaviors

- recognizes end marks
- describes mental images
- identifies previously taught high-frequency words

Observations

- Does the student join in on the rereading with some accuracy?
- Does the student describe a mental image based on details in the text?

Make observational notes about readers who would benefit from additional modeling of foundational skills during small-group reading.

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Suggests opportunities in the text to build print concepts and review previously taught high-frequency words in context.

Provides teachers with a suggested time for each section of the lesson so that mini-lessons can remain “mini.”

“Look-Fors” are formative assessment opportunities, providing literacy behavioral look-fors.

Consistent Mini-Lesson Structure

Reading mini-lessons are short and focused, and use complex grade-level text. The mini-lessons in each unit revolve around a cluster of skills.

4-Step Gradual Release Process

| Mini-Lesson Step | Min. |
|-----------------------|------|
| 1. Focus | 1-2 |
| 2. Model | 5-6 |
| 3. Guide Practice | 2-3 |
| 4. Bridge to Transfer | 1 |

EFFICIENT mini-lessons respect teachers' time.

Whole-Group Reading Mini-Lessons, 10-12 minutes

WEEK 2: Mini-Lesson 6

Whole Group

Create Mental Images

Learning Goals

I will be able to:

- ✓ Create mental images to deepen my understanding of a story.
- ✓ Describe characters, settings, and events using details from the text.
- ✓ Discuss the words in the text that helped me create mental images.

Materials

Mentor Text: *Abuelita's Secret*, Create Mental Images Anchor Chart from Unit 2, Mini-Lesson 2, and self-stick notes

* Note: To allow students to effectively practice creating mental images, do not share the pictures during this mini-lesson.

Focus (1-2 min.)

Link to Previous Learning

Last week, we read *Wolfie the Bunny*, and we used information in the words and illustrations to create mental images of *Wolfie*, *Dot*, the places they went to, and the events that occurred.

State the Mini-Lesson Focus and Purpose

Today we are going to practice creating mental images, as we revisit parts of *Abuelita's Secret*.

When we create mental images, the characters, settings, and events in a story seem more immediate. We feel as if we are right there in the story. This helps us pay close attention to what is happening.



Mentor Text: *Abuelita's Secret*

Connects new learning to previous learning and explicitly states why readers are learning this new skill.

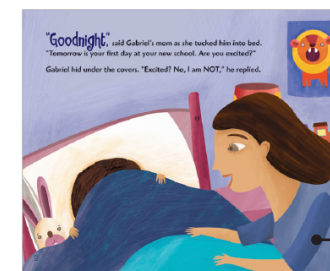
WEEK 2: Mini-Lesson 6

Model (5-6 min.)

Model Creating Mental Images

Read aloud the text on page 2 (without displaying the illustration). Think aloud to model how you create mental images that bring you into the story.

The text lets me know that Gabriel's mother is tucking him in. In my mind, I see Gabriel's bedroom. I imagine Gabriel lying in his bed with his head on a pillow. I can almost feel how fluffy the pillow is. I imagine Gabriel's mother is sitting on the edge of the bed, and I can hear her speaking softly to him. This mental image puts me right in the room with the characters, and now I want to find out why Gabriel is not excited to go to his new school!



Mentor Text: *Abuelita's Secret*, page 2

Revisit the Anchor Chart

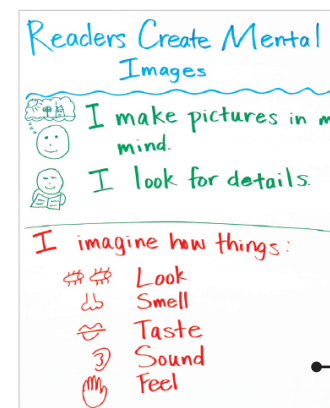
Review the Readers Create Mental Images Anchor Chart you constructed in Mini-Lesson 2 of this unit.

When you create mental images, you see things in your mind. You use details in the text to help you create mental images.

You can also imagine how things in the story smell, sound, taste, and feel.

Restate the Focus and Purpose

I've just shown you how I create mental images of what is happening in a story. Readers form mental images to help themselves feel like they are right there with the characters. Now you're going to try creating mental images, too.



Sample Readers Create Mental Images Anchor Chart

Mini-Lesson 6

Mentor Text is also used for the interactive read-aloud, allowing for efficient use of instructional time.

Anchor Charts are co-constructed with students over a series of lessons. The teacher is the scribe and uses students' language, making it an effective learning tool for students.

Grades K-1

Consistent Mini-Lesson Structure

Reader's Workshop mini-lessons ensure teachers address grade-level standards. However, teachers may always substitute or modify the mini-lessons based on formative assessment and student needs.

Mini-lessons are *TARGETED, FOCUSED, and EFFICIENT*, providing instruction in an accessible format.

Whole-Group Reading Mini-Lessons, 10-12 minutes

WEEK 2: **Mini-Lesson 6**

Guide Practice (2-3 min.)

Pose a practice task.

Listen as I read aloud pages 6-9. Use information in the text to create mental images of the characters, setting, and events in this part of the story. Be ready to share with a partner what you pictured and what words in the text helped you form pictures in your mind.



Mentor Text: *Abuelita's Secret*, pages 6-9

Turn, Talk, and Listen

Monitor and observe partners as they describe their mental images and identify details they used from the text that helped them understand. (See the Look Fors below.)

Check in with readers who seem confused, and refer to the Readers Create Mental Images Anchor Chart to support them. As needed, provide language stems to support English Learners.

EL Supporting English Language Development

Language Objective: Describe how important details help create mental images using the modal "can."

Substantial Support

The text says _____. I can see _____. Gabriel is _____. Alfonso/Rosa is _____.

Moderate Support

The text says _____. In my mind, I can see _____. I can hear _____.

Light Support

When the text says _____, in my mind I picture _____ and _____.

I can imagine _____, and I can hear _____.

LOOK FOR Formative Assessment

Literacy Behaviors

- describes a mental image based on the characters, setting, and events in the story
- uses information from the text to describe the mental image

Make observational notes about readers who need additional support to create mental images. Focus on developing this strategy during small-group or conferring time.

Observations

- Does the reader describe a mental image to his or her partner?
- What in the reader's description tells you that he or she used information from the story while creating mental images?

Three levels of support for English Learners are provided rather than labeling language levels of students.

Formative Assessment opportunities include student behaviors to look for as well as questions that guide teachers in assessing these behaviors.

WEEK 2: **Mini-Lesson 6**

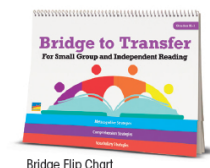
Bridge to Transfer (1 min.)

Whole-Group to Small-Group and Independent Reading

Transfer the lesson focus.

Readers, you have just practiced using information from the text to help you create mental images of characters, settings, and events in a story. Creating mental images helps you experience the story as if you are right there with the characters.

Practice this strategy as you read today. When you come to places in your reading where you find clues that help you create mental images, mark them with a self-stick note. You can sketch or label your image to help you remember it.



Bridge Flip Chart

Small Group and Independent

Small-Group Reading

Use the leveled texts, teacher's guides, and prompting cards to scaffold reading behaviors. Display "Create Mental Images" in the Bridge Flip Chart to support strategy transfer.

Independent Reading and Response

Ensure that all students read independently to build volume and stamina. Remind them to focus on their personal learning goals.

Conferring

Confer with a few students. Provide additional scaffolding, invite students to reflect on their reading goals, or discuss and validate their progress as readers. You may also wish to administer a progress-monitoring oral reading record.

Research and Inquiry Project

Students may collaborate on the unit inquiry project. See pages 50-51.

Whole Group

Share and Reflect (5 min.)

Ask partners to share a mental image they created during their reading. Invite one or two students to describe their mental images to the whole class.



Creates a bridge and skill connection to small-group and independent reading, promoting a transfer of learning to a new environment.

Suggestions for small-group reading and independent and collaborative learning promote responsive teaching and transfer.

Mini-Lesson 6

Consistent Mini-Lesson Structure

In Reader's Workshop, Interactive Read-Aloud happens daily and is essential to students' development as readers. Read-aloud time provides students with exposure to high-quality complex texts and allows teachers to model metacognition and key aspects of fluency: rate, intonation, and prosody.

TARGETED mini-lessons address today's standards and expectations.

Whole-Group Interactive Read-Aloud, 10-12 minutes

Interactive Read-Aloud: **Lesson 1**

Beautiful Butterflies

Teaching Points

- Fluency: Model reading with fluent expression.
- Vocabulary: Use context clues: Greek roots (*migrate*, *cycle*, *metamorphosis*).
- Comprehension: Paraphrase and summarize key concepts; analyze a life cycle diagram.

Materials

- *In the Wild* Mentor Text: "Beautiful Butterflies" (teacher only)
- Image bank

Preview the Text (3-5 min.)

For this first reading, students will not have their Mentor Texts book in front of them. Display the photos and graphic features in your copy of the book, or project the interactive e-book, as you engage in a brief conversation to elicit students' ideas, prior knowledge, and experiences.

I'm going to read you a text about butterflies. But before we read, we want to think about what we already know about these insects.

EL Support for English Learners

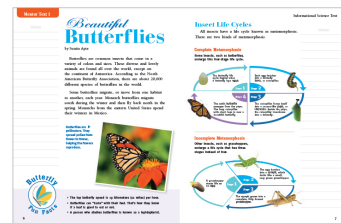
Support English Learners by pointing to the photo of the butterfly on page 6. During a brief conversation, build on their output to support linguistic development and make meaningful connections to vocabulary and concepts. For example:

Student: *I see a butterfly.*

Teacher: *Yes, this is a Monarch butterfly. Monarchs are one species, or group, of butterflies.*

Student: *They have big wings. They fly.*

Teacher: *Yes, butterflies fly from flower to flower. They spread pollen and help flowers reproduce.*



Mentor Text: "Beautiful Butterflies," pages 6-7



Photo: "Beautiful Butterflies," page 6

Interactive Read-Aloud: **Lesson 1**

Introduce Vocabulary: migrate, cycle, metamorphosis

Tell students the selection includes three words you want them to know and listen for. Write each word on the board as you discuss it. Have students say each word with you before you define it.

Migrate means "to move from one climate to another." Butterflies migrate, by moving from a cold climate to a warm climate in the winter.

A *cycle* is a set of steps that repeat. Look at this life cycle diagram. It shows the steps, or stages, in an insect's life cycle. A life cycle goes around and around.

Metamorphosis has Greek origins. The prefix *meta-* refers to change. The base word *morph* means "shape." The noun suffix *-osis* indicates a state or process. So *metamorphosis* is the process of changing shape. Butterflies begin life as an egg, turn into caterpillars, and then undergo metamorphosis to become butterflies.

EL Discussion Support for English Learners

Draw on the following images to provide sensory and graphic support: life cycle diagram, map of a butterfly migratory path.

Listen to Learn Concepts (3-5 min.)

- **Read aloud page 6**, including the caption and fun facts. Ask students to turn to a partner and paraphrase or summarize what they learned about the migration of Monarch butterflies.
- **Read aloud page 7** as you display the life cycle diagrams. Ask partners to paraphrase or summarize the stages in the life cycle of a butterfly to build academic vocabulary.

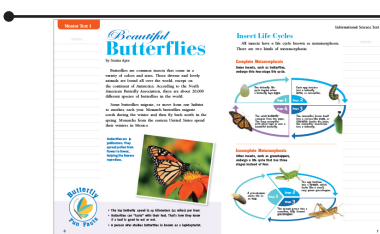
Respond to Deepen Understanding (3-5 min.)

Use the following questions to engage students in a deeper discussion.

1. The first "fun fact" on page 6 states that the top butterfly speed is 19 kilometers (12 miles) per hour. Why do you think it's important that butterflies can fly that fast?
2. Look at the two life cycle diagrams. How are complete and incomplete metamorphosis different?

Wrap-Up

We explored some new concepts and used three words in our discussion. Keep these in mind as we revisit "Beautiful Butterflies" during mini-lessons.



Mentor Text: "Beautiful Butterflies," pages 6-7

QUESTION 1 ANSWER:

Butterflies must travel long distances since Monarchs "migrate south during the winter" and "fly back north in the spring."

QUESTION 2 ANSWER:

In complete metamorphosis, the egg hatches into a larva, or caterpillar. The caterpillar enters a pupa stage before it becomes an adult insect. In incomplete metamorphosis, the egg hatches into a nymph that grows into a fully formed insect.

Introduce rich domain-specific and academic vocabulary that students will encounter while listening to mentor texts.

Scaffold English Learners using sensory, graphic, and interactive supports.

Sample responses are provided to assist teachers in facilitating discussions and monitoring student responses.

Connects to reading mini-lessons.

Grades K-5

Small-Group Instruction

During small-group differentiated reading instruction, teachers use engaging texts that expand students' knowledge on each topic as they observe and monitor students' reading behaviors and build on whole-group instruction.

Small-Group Reading Instruction

Teacher's Guide
Elena and Luisa Switch Houses
 Genre: Realistic Fiction
 Text Level: F/9
 Lexile®: 330L
 Running Words: 200
 Additional Materials: Level F Literary Prompting Card, Dry-erase board and markers, Chart paper, Magnific letters
 Learning Goals: Identify and describe characters, Draw inferences, Apply Level F reading behaviors.
 Responsive Teaching: Small-Group Reading
 Session 1: Build Reading Behaviors
 Focus (2 min.)
 Engage: Briefly introduce the book to help students engage with meaning and activate strategies.
 Identify Genre: Based on your preview, what genre do you think this book is? What clues helped you know that?
 Build Social and Emotional Mindfulness: In this book, two characters experience different surroundings. As you are reading, think about how each character might be feeling as she travels somewhere new.
 Vocabulary Support for English Learners: The word switch means "to trade one thing for another." In this story, Elena and Luisa switch, or trade, houses.
 Embedded support for English Learners is included.

Session 1: Build Reading Behaviors
Model (3 min.)
Comprehension Strategy
 You may wish to model the same strategy or skill you taught during the day's reading mini-lesson (or a previous mini-lesson), based on the needs of your readers. If available, use an existing anchor chart to support your modeling.
 The following are some suggested strategies for this book:
 • Create Mental Images
 • Identify and Describe Characters
 • Introduce the Genre: Realistic Fiction
 • Identify Shades of Meaning Among Verbs
Sample Modeling:
 Identify and Describe Characters
 • On the cover of this book, I see two rooms in the title and a picture of two girls. I think one girl is Elena and one girl is Luisa. They will be characters in the book.
 • Then on page 2 I see that the girls are cousins. The text says that Elena lives in the city and Luisa lives in the country.
Guide Practice (5-6 min.)
Read
 Have students read the text independently in a quiet voice, self-monitoring for meaning as you move around the table and coach as needed.
 Use the Level F Literary Prompting Card as a reference to maintain precise, intentional interactions with students as they read.
Debate What Jazminab
 The use of more general prompts promotes the development of self-monitoring behaviors. (What did you notice? What can you try? Does that make sense?)
Scaffold Reading Behaviors
Validate
 Based on your observations during reading, quickly validate a reading behavior you saw students use. (See the Validate prompts on the Prompting Card.) Allow students to share how they used the strategy.
Demonstrate
 Focus on a level-appropriate reading behavior you did not observe students use (see the Behaviors to Look For on the Prompting Card) and provide quick modeling of the behavior.
Sample Demonstration:
 Reads to problem-solve or gain deeper understanding of the plot
 • I noticed that when you were reading you got confused. When that happens, try rereading the text. For instance, I will reread page 7 to make sure I understand what Elena is doing. I can use the picture to figure out what a wooden bridge is.
 • When we read, we can use the illustrations to gain understanding.

Point-of-use author tips support best practices.
 Prompting Cards support observation and development of student reading behaviors at each level.
 Teacher's Guides are provided as folders.

Benchmark Reader's Workshop Small-Group Texts by Level Ranges

| Grade | Range | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | Titles per Grade | Titles per Unit |
|------------------|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|------------------|-----------------|
| K | A-E | 20 | 20 | 20 | 20 | 10 | | | | | | | | | | | | | | | | | | | 90 | 9 |
| 1 | C-K | | | 10 | 10 | 10 | 20 | 20 | 20 | 10 | 10 | | | | | | | | | | | | | | 120 | 12 |
| 2 | H-N | | | | | | | | 10 | 10 | 10 | 20 | 20 | 10 | 10 | | | | | | | | | | 90 | 9 |
| 3 | K-Q | | | | | | | | | | | 10 | 10 | 20 | 20 | 10 | 10 | | | | | | | | 90 | 9 |
| 4 | O-T | | | | | | | | | | | | | | 10 | 10 | 20 | 20 | 10 | 10 | | | | | 80 | 8 |
| 5 | R-W | | | | | | | | | | | | | | | | | 10 | 10 | 20 | 20 | 10 | 10 | | 80 | 8 |
| Titles per Level | | 20 | 20 | 30 | 30 | 20 | 20 | 20 | 30 | 20 | 20 | 40 | 30 | 30 | 30 | 20 | 20 | 30 | 30 | 20 | 30 | 20 | 10 | 10 | 550 | |

Grade 1 Sample Titles

UNIT 2: CHARACTER MATTERS Many Kinds of Characters



Grade 4 Sample Titles

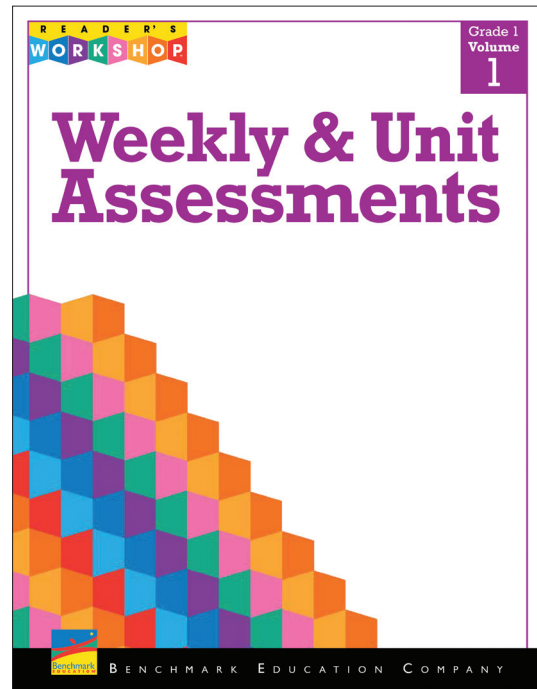
UNIT 1: LIFE SCIENCE In the Wild



Session 2: Deepen Understanding
Build Fluency and Comprehension (5-10 min.)
Fluency
 Model a fluency skill to support students' reading. Choose a skill based on your observations and opportunities in the text.
Word Work
 Choose an appropriate teaching point based on the needs of your students and the opportunities in the text.
Sample Teaching Point: Prosody: Expression
 • Model for students how to read the exclamation on page 3 of the student book fluently.
 • Have students practice reading the same exclamation with appropriate expression. Then have them read the exclamation on page 15 to their shoulder partners.
Sample Teaching Point: Reading a Word with a Short a Sound
 • Support students in noticing how to read a word with a short a sound. Model this prototype using the word **eat** (p. 5). Use magnific letters to demonstrate.
 • Look at the word **eat** on page 5. Use your magnific letters to make the word **eat**. Do you see the same word on another page in the book? Look through the pages to find the word **eat** (p. 9).
Process Meaning Through Writing (5-10 min.)
Rethink a Text in a Way That Maintains Meaning
 Utilize a shared writing approach to lead students to discuss story elements. Have students talk about what happened at the beginning and middle of the story. Agree upon sentences that you can write on chart paper.
 Discuss how the book ends. Students will compose their own ending sentences. Each student should verbalize an ending sentence before writing it.
Writing Support for English Learners
 • Encourage students to contribute by both writing and drawing. For instance, instead of just writing the two sentences, they could create a three-section storyboard and write and draw in the first two sections. For the ending sentence, have students tell you their idea first. Help them state it accurately before they write.
Progress Monitoring
 You might plan to have one or two students stay behind from the group for a progress-monitoring oral reading record. Have each student read the book from the beginning up to the word "museum" on page 8 (103 words). Record your observations on the Oral Reading Record Form and use the Oral Reading Record Analysis Form for Levels F/9-4/26.
Session 1: Build Reading Behaviors
Share, Reflect, and Transfer (3-5 min.)
Turn, Talk, and Listen
 Have students turn to a shoulder partner and discuss the questions, feelings, and before-reading inferences they made when previewing the text. Which inferences were confirmed? Which were not?
 Prompt students to draw inferences about why Elena and Luisa switch houses and what they have learned by the end of the story. They should cite page numbers so that all students can note the evidence they are using to draw inferences.
Build Social and Emotional Mindfulness
 Ask students to discuss Luisa and Elena's experiences in the book and compare them with their own feelings when they are in another person's home.
Apply and Transfer
 Work with students to apply the reading strategy or reading behavior you modeled. Encourage them to practice transferring this strategy and/or behavior to their independent reading.
Oral Language Support for English Learners
 • You may want to do a think-aloud with students to remind them how to draw inferences and make evidence.
 • Provide key words as anchors to support discussing the content of the text (examples: cousin, city, country). You may also provide sentence frames, such as: Before I read I thought that _____ because on page _____ I noticed that _____. As I read, I learned that _____.

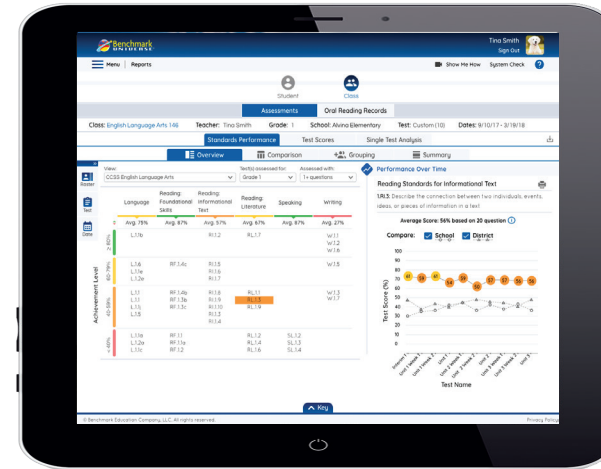
Each guided reading lesson plan builds toward students transferring reading strategies to independent reading.
 Teachers may wish to take an Oral Reading Record to monitor students' progress. A suggested 100-word passage is provided for each title. Oral Reading Records forms are provided in the Observational Assessment Handbook.

Pinpoint Reader's Strengths and Address Learning Gaps



Weekly & Unit Assessments

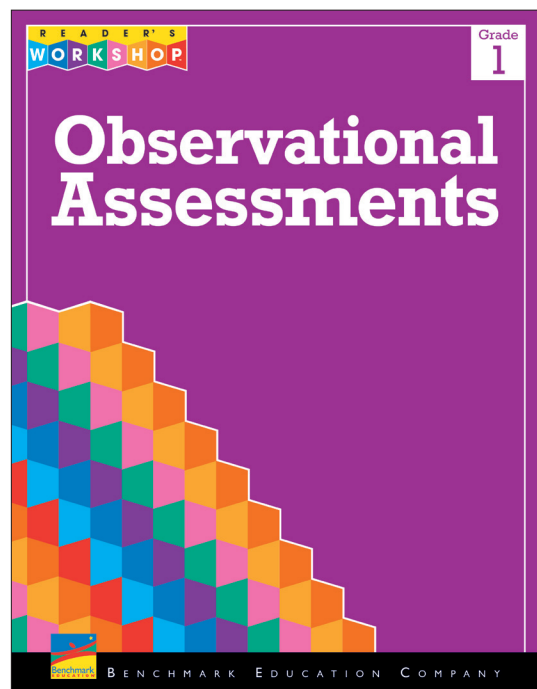
- Assessments allow students to apply the reading strategies and skills taught in each unit in the context of new complex passages.
- Assessments can be administered to a whole class as paper-and-pencil assessments and as online assessments.



Online Assessments

Assessments are available in a digital environment for students to take assessments and for educators to see results.

- Test-taking environment for students
- Standards-based reporting for teachers and administrators



Observational Assessments

- Placement and performance-based progress-monitoring assessments can be used alongside (or in lieu of) formative assessments.
- Teachers get a finer-grained understanding of students' development as readers and thinkers.
- Includes generic checklists and rubrics and checklists specific to each unit to allow teachers to generate grades through the evaluation of authentic tasks.
- Includes Oral Reading Records forms.





Using Benchmark Workshop in Your Literacy Block

Virtually every teacher faces the challenge of having enough time. The flexibility of Benchmark Workshop resources allows teachers to customize their daily pacing to meet the requirements and challenges they face.

The modular Benchmark Workshop resources allow teachers to build a workshop that's right for their literacy block. There is no single "correct" sequence of instruction.

150-Minute Literacy Block

| | | | | |
|---|--|---|--|--|
| <p>10 Min.</p> <p>INTERACTIVE READ-ALOUD</p> | <p>15 Min.</p> <p>PHONICS & WORD STUDY WORKSHOP</p> <ul style="list-style-type: none"> • Mini-Lesson (15 min.) • Differentiated Support During Small-Group Time | <p>65 Min.</p> <p>READER'S WORKSHOP</p> <ul style="list-style-type: none"> • Shared Reading (5-7 min.) • Mini-Lesson (10 min.) • Small-Group Reading, Independent Reading, and Conferring (45 min.) • Share and Reflect (3-5 min.) | <p>50 Min.</p> <p>WRITER'S WORKSHOP</p> <ul style="list-style-type: none"> • Mini-Lesson (10 min.) • Small-Group Writing, Independent Writing, and Conferring (35 min.) • Share and Reflect (5 min.) | <p>10 Min.</p> <p>GRAMMAR STUDY</p> |
|---|--|---|--|--|

120-Minute Literacy Block

| | | | | |
|---|--|---|--|--|
| <p>10 Min.</p> <p>INTERACTIVE READ-ALOUD</p> | <p>10 Min.</p> <p>PHONICS & WORD STUDY WORKSHOP</p> | <p>50 Min.</p> <p>READER'S WORKSHOP</p> <ul style="list-style-type: none"> • Shared Reading (5-7 min.) • Mini-Lesson (10 min.) • Small-Group Reading, Independent Reading, and Conferring (35 min.) • Share and Reflect (3-5 min.) | <p>40 Min.</p> <p>WRITER'S WORKSHOP</p> <ul style="list-style-type: none"> • Mini-Lesson (10 min.) • Small-Group Writing, Independent Writing, and Conferring (25 min.) • Share and Reflect (5 min.) | <p>10 Min.</p> <p>GRAMMAR STUDY</p> |
|---|--|---|--|--|

90-Minute Literacy Block

| | | |
|--|---|--|
| <p>10 Min.</p> <p>PHONICS & WORD STUDY WORKSHOP</p> | <p>50 Min.</p> <p>READER'S WORKSHOP</p> <ul style="list-style-type: none"> • Shared Reading (5-7 min.) • Mini-Lesson (10 min.) • Small-Group Reading, Independent Reading, and Conferring (30 min.) • Share and Reflect (3-5 min.) | <p>30 Min.</p> <p>WRITER'S WORKSHOP</p> <ul style="list-style-type: none"> • Mini-Lesson (10 min.) • Small-Group Writing, Independent Writing, and Conferring (20 min.) • Share and Reflect (5 min.) |
|--|---|--|

Other Instructional Time

- Read-Aloud (10 min.)
- Grammar Study (10 min.)

Provide Complete Instructional Solutions for Dual Language

Through our workshops, students can access a rich amount of selective Spanish-language titles that also align to the instruction. As a result, dual- and multi-language learners receive an equitable experience.

WEEK 2: Interactive Read-Aloud

Abuelita's Secret

Teaching Points

- Genre: realistic fiction
- Print concepts: book cover, author
- Story elements: characters, events
- Comprehension strategies: ask questions, draw inferences, use illustrations to describe characters and events

Materials

- Mentor Read-Aloud: *Abuelita's Secret*

Introduce the Book (3-5 min.)

Display the cover as you model print concepts. Invite students to look at the cover and predict the story. Ask: "What do you think the story is about? How do you know?"

Read the Book (10-15 min.)

Read aloud the text, stopping two or three times at most to think aloud. Suggested stop-and-talk points are provided.

Supporting English Language Development

Name characters and objects shown in the illustrations. Paraphrase dialogue in simpler language. Role-play verb phrases to support meaning (e.g., sleeping lower (page 4), stayed into a chair (page 6)).

Beautiful Butterflies

Teaching Points

- Fluency: Model reading with fluent expression.
- Vocabulary: Use context clues: Greek roots (migrate, cycle, metamorphosis).
- Comprehension: Paraphrase and summarize key concepts; analyze a life cycle diagram.

Materials

- In the Wild Mentor Text: "Beautiful Butterflies" (teacher only)
- Image bank

Preview the Text (3-5 min.)

For this first reading, students will not have their Mentor Texts book in front of them. Display the photos and graphics. Students in your copy of the interactive e-book, as you engage in a brief conversation to elicit students' ideas, prior knowledge, and experiences.

Support for English Learners

Support English Learners by pointing to the photos of the butterfly on page 6. During a brief conversation, build on their output to support linguistic development and make meaningful connections to vocabulary and concepts. For example:

Student: I see a butterfly.
Teacher: Yes, this is a monarch butterfly. Monarchs are one species or group of butterflies.
Student: They have big wings. They fly.
Teacher: Yes, butterflies fly from flower to flower. They spread pollen and help flowers reproduce.

Respond to Deepen Understanding (3-4 min.)

Support English Learners by pointing to the photos of the butterfly on page 6. During a brief conversation, build on their output to support linguistic development and make meaningful connections to vocabulary and concepts. For example:

Student: I see a butterfly.
Teacher: Yes, this is a monarch butterfly. Monarchs are one species or group of butterflies.
Student: They have big wings. They fly.
Teacher: Yes, butterflies fly from flower to flower. They spread pollen and help flowers reproduce.

Wrap-Up

We explored some new concepts and used three words in our discussion. Keep these in mind as we read "Beautiful Butterflies" during next lessons.

Whole-Group Reading Mini-Lessons, 10-12 minutes, Grade 1 sample above and Grade 4 sample at right (English)

SEMANA 1: Lectura interactiva en voz alta

Iguanas Ranas

Puntos de enseñanza

- Genre: cuento realista de animales
- Conceptos de la impresión: portada del libro, autor, ilustrador
- Dirección del cuento: personajes, acciones
- Estrategias de comprensión: hacer preguntas, hacer inferencias, usar las ilustraciones para describir personajes y acciones

Materials

- Texto modelo en voz alta: *Iguanas Ranas*

Presentar el libro (3-4 min.)

Muestre la portada mientras describe los conceptos de la impresión. Invite a un estudiante a leer el título y el autor. Pida a los estudiantes que describan al ilustrador o al personaje que aparece en la portada.

Leer el libro (10-15 min.)

Lea el texto en voz alta. Demuestre la lectura al menos dos o tres veces para usar el modelo de pensar en voz alta. Lea las oraciones seguidas.

Apoyo para el desarrollo del idioma español

Recuerde a los estudiantes que el texto es un cuento realista que describe a un animal y su entorno. Invite a los estudiantes a describir al animal y su entorno.

Hermosas mariposas

Puntos de enseñanza

- Fluency: Leer con expresividad y fluidez.
- Vocabulary: usar claves del contexto para comprender palabras clave; analizar un diagrama del ciclo de vida.

Materials

- Texto modelo en voz alta: "Hermosas mariposas" (texto el maestro)
- Banco de imágenes

Vista preliminar del texto (3-5 min.)

Para una primera lectura, los estudiantes no tendrán sus libros de texto. Muestre la portada y las imágenes gráficas en su copia del libro o proyector. Invite a los estudiantes a describir el animal y su entorno. Haga preguntas para activar a los estudiantes a expresar sus ideas, conocimientos previos y experiencias.

Apoyo para el desarrollo del idioma español

Recuerde a los estudiantes que el texto es un cuento realista que describe a un animal y su entorno. Invite a los estudiantes a describir al animal y su entorno.

Presentar el vocabulario: migrar, ciclo, metamorfosis

Pida a los estudiantes que seleccionen tres palabras que ellos creen que son nuevas o difíciles. Escríbalas cada palabra en el espacio mientras la comenta. Pídales que digan cada palabra con un gesto de definición.

Apoyar la conversación para estudiantes de español

Recuerde a los estudiantes que el texto es un cuento realista que describe a un animal y su entorno. Invite a los estudiantes a describir al animal y su entorno.

Leer para aprender conceptos (3-5 min.)

Lea en voz alta la página 6. Invite a los estudiantes a describir el animal y su entorno. Haga preguntas para activar a los estudiantes a expresar sus ideas, conocimientos previos y experiencias.

Responder para profundizar la comprensión (3-5 min.)

Use los siguientes preguntas para involucrar a los estudiantes en una conversación más profunda.

1. El primer "hecho curioso" en la página 6 indica que la velocidad máxima de la mariposa es de 19 kilómetros (12 millas) por hora. ¿Por qué creen que es importante que las mariposas puedan volar tan rápido?

2. Mira los dos diagramas del ciclo de vida. ¿En qué se diferencia la metamorfosis completa de la incompleta?

Concluir

Invite a los estudiantes que describan el animal y su entorno. Invite a los estudiantes a describir al animal y su entorno.

Whole-Group Reading Mini-Lessons, 10-12 minutes, Grade K sample above and Grade 4 sample at right (Spanish)

Completely Equitable Resources in English and Spanish

- Equivalent resources and instruction
- Complete alignment to both English and Spanish Language Arts standards
- 100% print and digital in English and Spanish



Language Development for Biliteracy

- Language development for Spanish Learners and English Learners at point of use
- Phonics scope and sequence unique to each language
- Grammar instruction unique to each language



High-Quality Literature in English and Spanish

- Authentic, previously published literature in English and Spanish
- Engaging new texts written and illustrated by authors from many world cultures
- Award-winning contemporary, classic, and traditional tales



Grades K-5

Responsive Teaching Toolkit

Benchmark Responsive Teaching Toolkit provides hands-on teacher and student resources that support responsive, student-centered teaching and learning during the whole-group, small-group, and independent parts of the daily workshop.

Available for Grades: K-1, 2-3, 4-5, K-5 for Leaders



Tools for the Teacher

PD Essentials for Whole-Group and Small-Group Instruction are teacher friendly guides addressing best practices for:

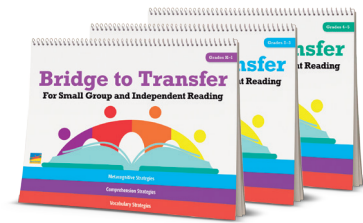
- Read-aloud
- Shared reading
- Mini-lessons
- Small-group reading
- Strategies for supporting English Learners



PD Essentials guides support best practices.

Bridge to Transfer Flip Charts:

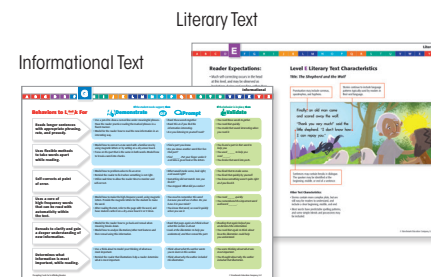
- Provide visual cues to keep students mindful of a strategy as they bridge from mini-lessons to small-group instruction and independent reading
- Can be used on the small-group table and/or in independent reading areas



Bridge to Transfer Flip Charts for Grades K-1, 2-3, and 4-5

Prompting Cards for Scaffolding Readers:

- Observe
- Monitor
- Scaffold students' reading behaviors based on their instructional reading levels



31 Double-Sided Prompting Cards

Prompts & Tips for Reading Conferences Flip Chart provides:

- Specific strategies and prompts for productive and engaging student-centered conferences
- One-on-one reading conference support



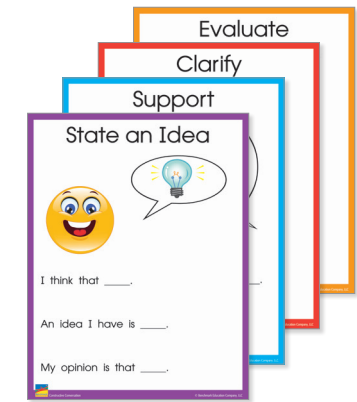
Flip Chart for Grades K-5

Tools for Students

Constructive Conversation Posters and Cards reinforce the core skills of academic conversation:

- Posing relevant ideas
- Clarifying and supporting ideas
- Evaluating evidence

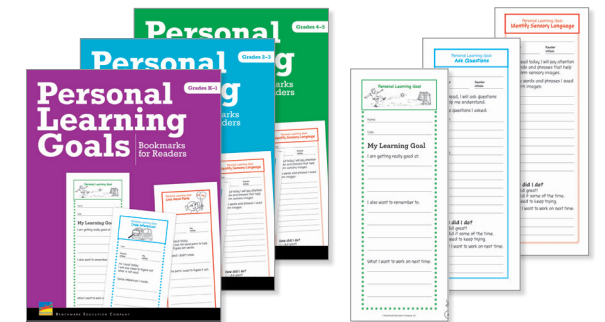
Posters cue students with helpful visuals and language. Cards remind students of what it takes to co-construct ideas during a conversation.



Constructive Conversation Posters and Cards: 4 Posters, 42 Cards

Personal Learning Goals Bookmarks promote students' mindfulness and learning engagement by allowing them to set goals:

- Independently
- With peer coaches
- With teachers

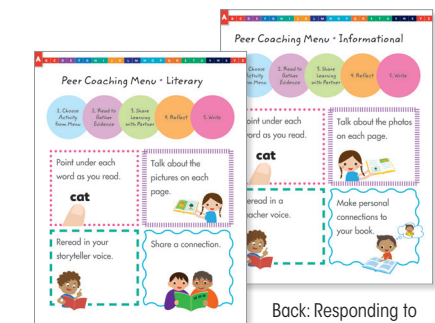


Personal Learning Goal Bookmarks: Reproducible

Peer Coaching Menus for Levels A-Z provide collaborative reader-response activities:

- Speaking
- Listening
- Writing in a reader's notebook

For both literary and informational text.



Front: Responding to Literary Texts

Back: Responding to Informational Texts

Peer Coaching Menus: Cards to be used with literary and informational texts from Levels A-Z.

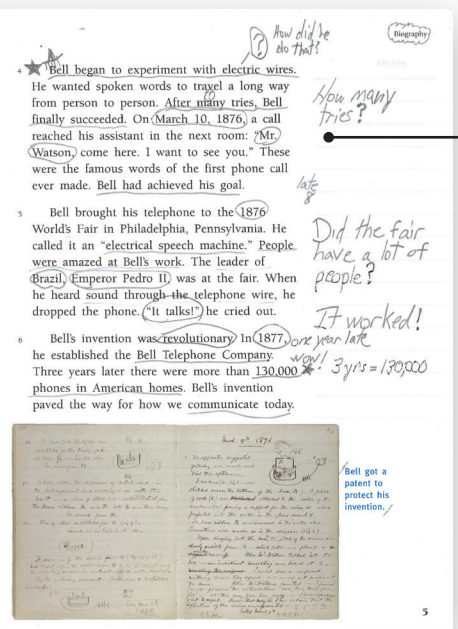
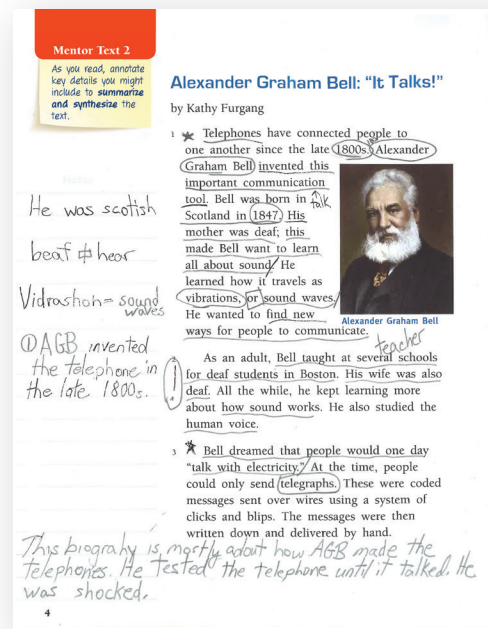
High-Quality Texts Worth Reading

Mentor texts provide on-grade-level complex texts used in whole-group mini-lessons and independent/partner work. In Grades 2–5, mentor texts are consumable and interactive. Students annotate and use text evidence as they respond to the text in writing.

Each text's instructional purpose is tied to our Workshop Plus model—whole and small group, student conferences, assessment, and independent reading.



Available for Grades 2–5, student mentor texts are collections of grade-level texts for each vertically aligned unit topic. Grade 4 books shown above.



Students own their learning and self-regulate by creating and tracking their own learning goals as they annotate the text.

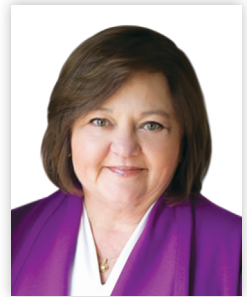
Annotation:
 - Engages the readers as active participants in the text
 - Helps readers stay focused and involved in the text
 - Gives learners a focus of purposeful reading
 - Directs readers' attention to certain points of the text

Trade Book Libraries, Grades K-5

Available for every grade level, trade book libraries add additional literary and informational texts align to each unit topic in Benchmark Workshop!

Specially selected trade books feature award-winning authors and illustrators.

- Make meaningful links to Benchmark Education core reading knowledge strands.
- Expand children's world vision through fiction, nonfiction, and poetry.
- Open the door to deep thinking and expanded oral language.



Trade book collections handpicked by Benchmark Workshop author **Linda Hoyt** are available as an add-on component to Reader's Workshop.



Components at a Glance



Responsive Teaching Toolkit



Prompts & Tips for Reading Conferences



Bridge to Transfer Flip Chart



Personal Learning Goals Bookmarks



Constructive Conversation Cards



Prompting Cards for Scaffolding Readers



Constructive Conversation Posters



Peer Coaching Menus

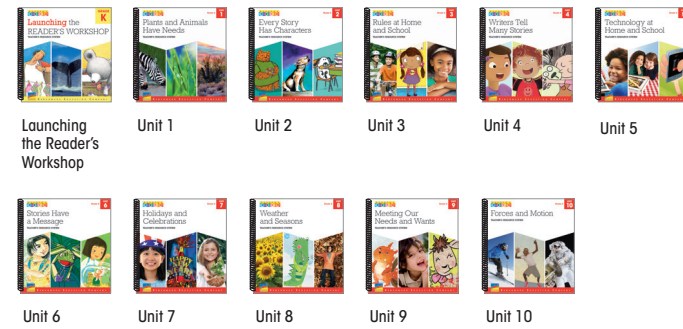


PD Essentials Small-Group and Whole-Group Reading Instruction



Whole Group

Teacher's Resource System (TRS)



Unit Opener Posters



Units 1–2



Units 3–4



Units 5–6



Units 7–8

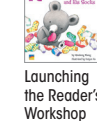


Units 9–10

Interactive Read-Aloud Big Books and Lap Books



Unit 1



Unit 3



Unit 5



Unit 7



Unit 9



Unit 1



Unit 3



Unit 5



Unit 7



Unit 9



Unit 1



Unit 3



Unit 5



Unit 7



Unit 9



Unit 1



Unit 3



Unit 5



Unit 7



Unit 9

Big Book of Shared Readings and Poetry



Units 1–2 Units 3–4 Units 5–6

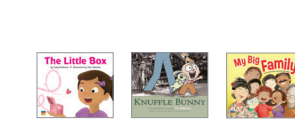


Units 7–8 Units 9–10

Available in Print & Digital Formats



Unit 2



Unit 4



Unit 6



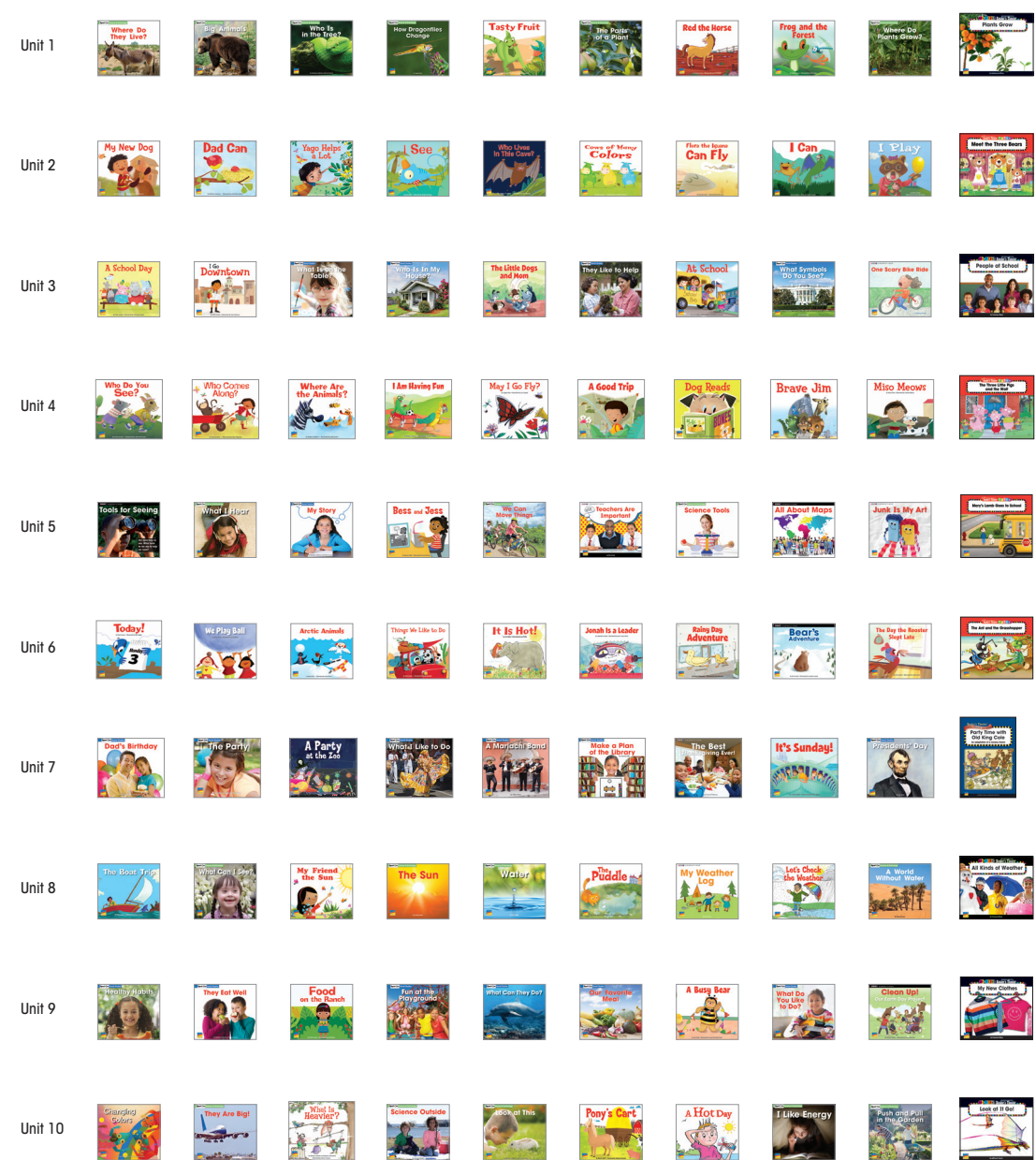
Unit 8



Unit 10

Small Group

90 Leveled Texts (Levels A–E)



Reader's Theater Handbook



90 Teacher's Guides (1 per 6-pack)



90 Text Evidence Question Cards (1 per 6-pack)

10 Reader's Theater Scripts

Digital Learning Portal



Interactive Resources & Instruction for the Entire Program

ePlanner

Plan and Manage Student Groups



Video

Multimedia to Reinforce Unit Topic



E-Books

Whole-Group and Small-Group Texts



Home to School

Take-Home Letter and Activities



Online Assessments

- Test-Taking Environment for Students
- Reporting Platform for Teachers



Grade 1

Components at a Glance

Responsive Teaching Toolkit



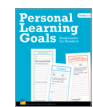
Prompts & Tips for Reading Conferences



Bridge to Transfer Flip Chart



Personal Learning Goals Bookmarks



Constructive Conversation Cards



Prompting Cards for Scaffolding Readers



Constructive Conversation Posters



Peer Coaching Menus

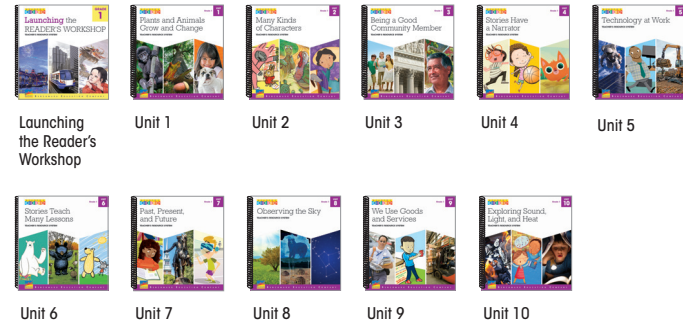


PD Essentials Small-Group and Whole-Group Reading Instruction



Whole Group

Teacher's Resource System (TRS)



Unit Opener Posters



Units 1-2



Units 3-4



Units 5-6



Units 7-8

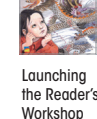


Units 9-10

Interactive Read-Aloud Big Books and Lap Books



Unit 1



Unit 3



Unit 5



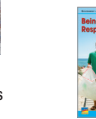
Unit 7



Unit 9



Unit 1



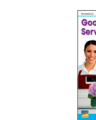
Unit 3



Unit 5



Unit 7



Unit 9



Unit 1



Unit 3



Unit 5



Unit 7



Unit 9



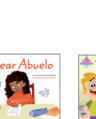
Unit 1



Unit 3



Unit 5



Unit 7



Unit 9



Unit 1



Unit 3



Unit 5



Unit 7



Unit 9



Unit 1



Unit 3



Unit 5



Unit 7



Unit 9



Unit 1



Unit 3



Unit 5



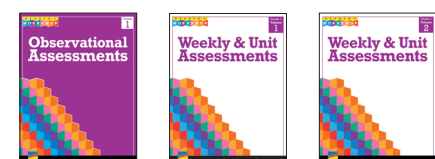
Unit 7



Unit 9

Available in Print & Digital Formats

Assessments

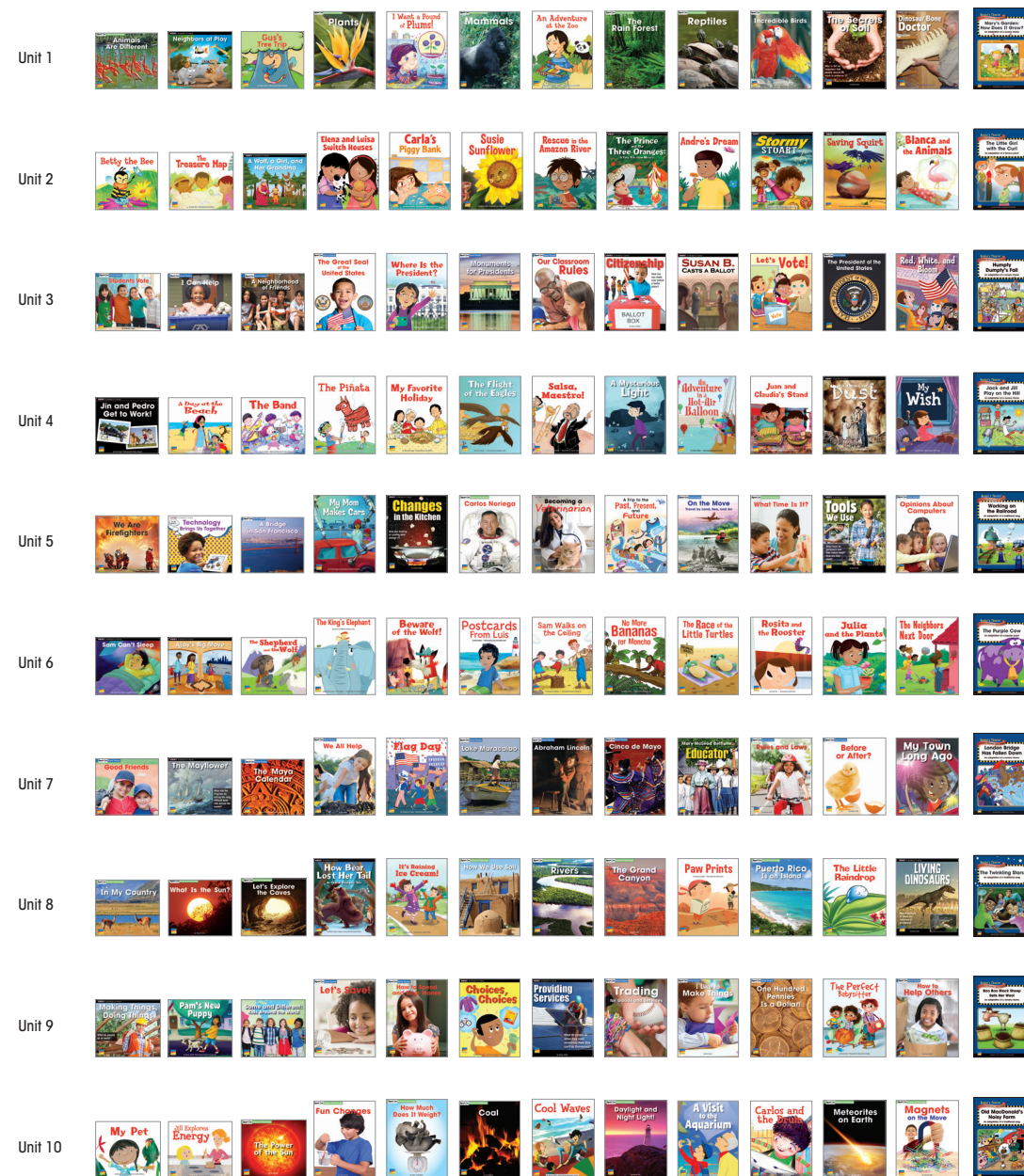


Big Book of Shared Readings and Poetry

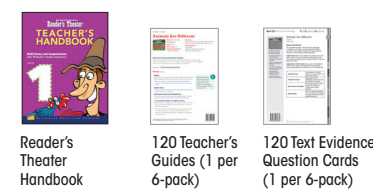


Small Group

120 Leveled Texts (Levels C-K)



10 Reader's Theater Scripts



Digital Learning Portal



Interactive Resources & Instruction for the Entire Program

ePlanner

Plan and Manage Student Groups



Video

Multimedia to Reinforce Unit Topic



E-Books

Whole-Group and Small-Group Texts



Home to School

Take-Home Letter and Activities



Online Assessments

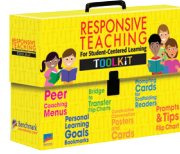
- Test-Taking Environment for Students
- Reporting Platform for Teachers



Components at a Glance



Responsive Teaching Toolkit



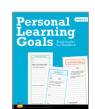
Prompts & Tips for Reading Conferences



Bridge to Transfer Flip Chart



Personal Learning Goals Bookmarks



Constructive Conversation Cards



Prompting Cards for Scaffolding Readers



Constructive Conversation Posters



Peer Coaching Menus



PD Essentials Small-Group and Whole-Group Reading Instruction



Whole Group

Teacher's Resource System (TRS)



Launching the Reader's Workshop Unit 1 Unit 2 Unit 3 Unit 4 Unit 5



Unit 6 Unit 7 Unit 8 Unit 9 Unit 10

Available in Print & Digital Formats

Mentor Texts

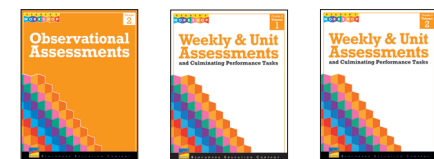


Unit 1 Unit 2 Unit 3 Unit 4 Unit 5



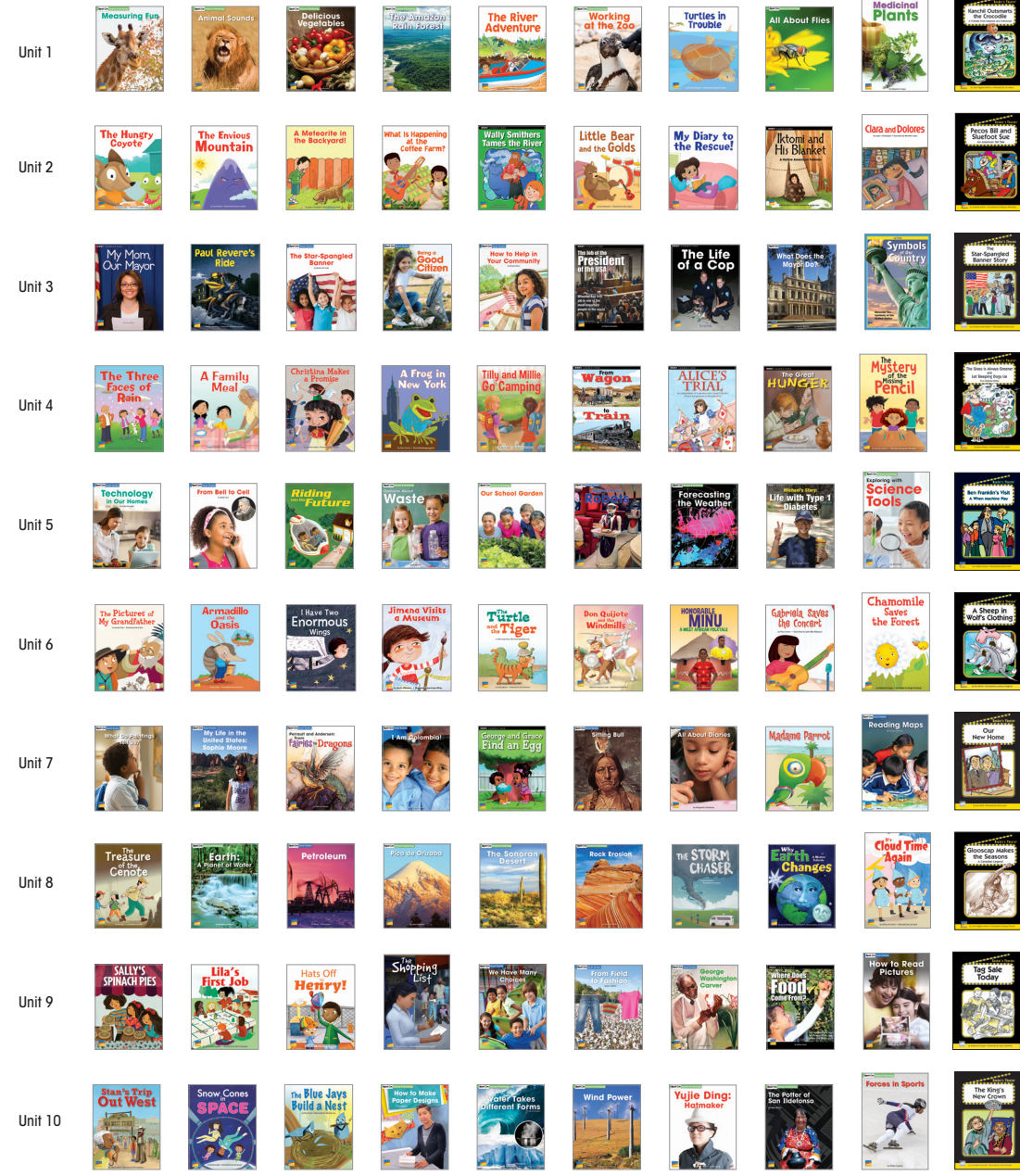
Unit 6 Unit 7 Unit 8 Unit 9 Unit 10

Assessments



Small Group

90 Leveled Texts (Levels H–N)



Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9 Unit 10

Reader's Theater Handbook 90 Teacher's Guides (1 per 6-pack) 90 Text Evidence Question Cards (1 per 6-pack)

10 Reader's Theater Scripts

Digital Learning Portal



Interactive Resources & Instruction for the Entire Program

ePlanner

Plan and Manage Student Groups



Video

Multimedia to Reinforce Unit Topic



E-Books

Whole-Group and Small-Group Texts



Home to School

Take-Home Letter and Activities



Online Assessments

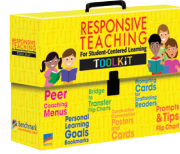
- Test-Taking Environment for Students
- Reporting Platform for Teachers



Components at a Glance



Responsive Teaching Toolkit



Prompts & Tips for Reading Conferences



Bridge to Transfer Flip Chart



Personal Learning Goals Bookmarks



Constructive Conversation Cards



Prompting Cards for Scaffolding Readers



Constructive Conversation Posters



Peer Coaching Menus

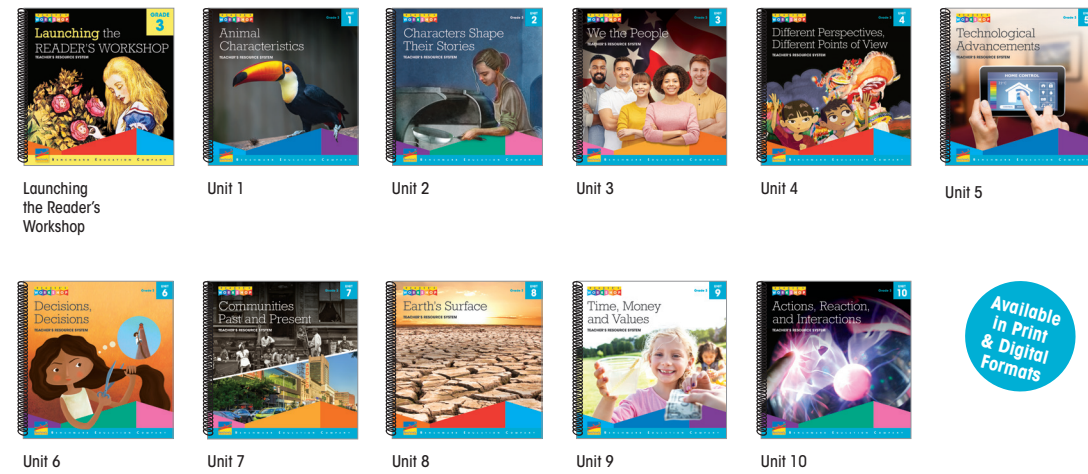


PD Essentials Small-Group and Whole-Group Reading Instruction



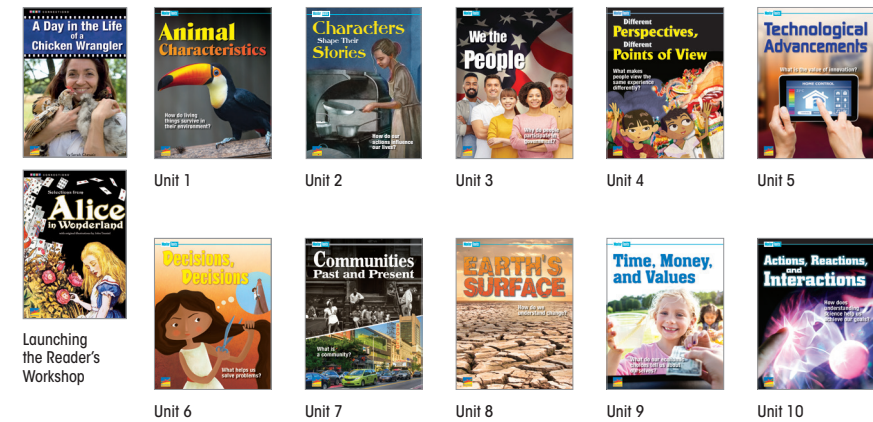
Whole Group

Teacher's Resource System (TRS)

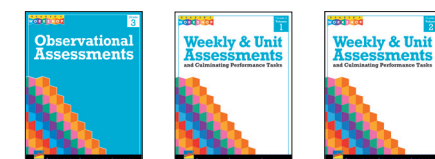


Available in Print & Digital Formats

Mentor Texts



Assessments

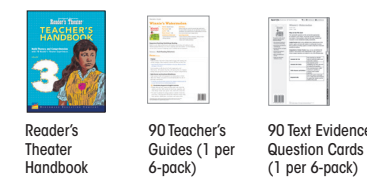


Small Group

90 Leveled Texts (Levels K–Q)



10 Reader's Theater Scripts



Digital Learning Portal



Interactive Resources & Instruction for the Entire Program

ePlanner

Plan and Manage Student Groups



Video

Multimedia to Reinforce Unit Topic



E-Books

Whole-Group and Small-Group Texts



Home to School

Take-Home Letter and Activities



Online Assessments

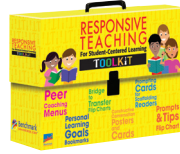
- Test-Taking Environment for Students
- Reporting Platform for Teachers



Components at a Glance



Responsive Teaching Toolkit



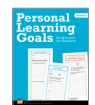
Prompts & Tips for Reading Conferences



Bridge to Transfer Flip Chart



Personal Learning Goals Bookmarks



Constructive Conversation Cards



Prompting Cards for Scaffolding Readers



Constructive Conversation Posters



Peer Coaching Menus



PD Essentials Small-Group and Whole-Group Reading Instruction



Whole Group

Teacher's Resource System (TRS)



Launching the Reader's Workshop

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5



Unit 6

Unit 7

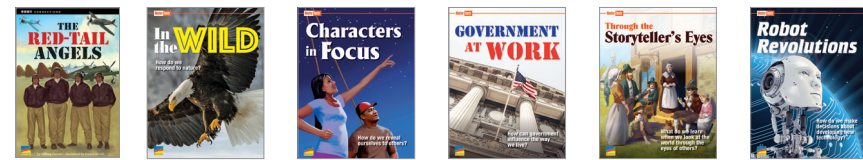
Unit 8

Unit 9

Unit 10

Available in Print & Digital Formats

Mentor Texts



Unit 1

Unit 2

Unit 3

Unit 4

Unit 5



Unit 6

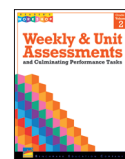
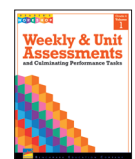
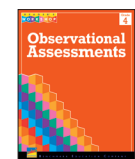
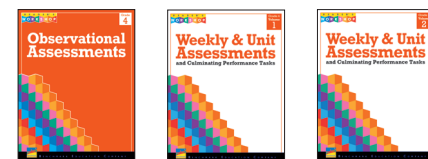
Unit 7

Unit 8

Unit 9

Unit 10

Assessments



Small Group

80 Leveled Texts (Levels O–T)



Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

10 Reader's Theater Scripts

Reader's Theater Handbook
80 Teacher's Guides (1 per 6-pack)
80 Text Evidence Question Cards (1 per 6-pack)

Digital Learning Portal



Interactive Resources & Instruction for the Entire Program

ePlanner

Plan and Manage Student Groups



Video

Multimedia to Reinforce Unit Topic



E-Books

Whole-Group and Small-Group Texts



Home to School

Take-Home Letter and Activities



Online Assessments

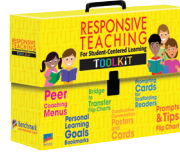
- Test-Taking Environment for Students
- Reporting Platform for Teachers



Components at a Glance



Responsive Teaching Toolkit



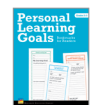
Prompts & Tips for Reading Conferences



Bridge to Transfer Flip Chart



Personal Learning Goals Bookmarks



Constructive Conversation Cards



Prompting Cards for Scaffolding Readers



Constructive Conversation Posters



Peer Coaching Menus



PD Essentials Small-Group and Whole-Group Reading Instruction



Whole Group

Teacher's Resource System (TRS)

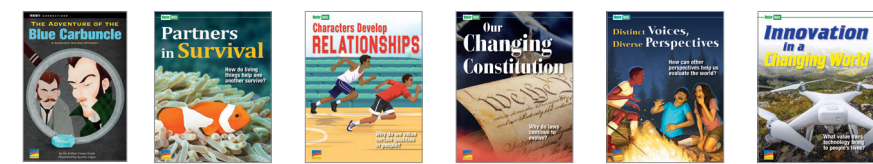


Launching the Reader's Workshop Unit 1 Unit 2 Unit 3 Unit 4 Unit 5



Unit 6 Unit 7 Unit 8 Unit 9 Unit 10

Available in Print & Digital Formats

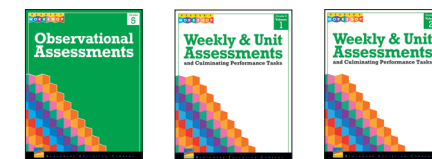


Partners in Survival Unit 1 Characters Develop Relationships Unit 2 Our Changing Constitution Unit 3 Distinct Voices, Diverse Perspectives Unit 4 Innovation in a Changing World Unit 5



Take Off! A Pilot's Memoir Unit 6 Struggles for Survival Unit 7 THE AMERICAN REVOLUTION Unit 8 Water Unit 9 Economies in Transition Unit 10 Exploring Matter

Assessments



Small Group

80 Leveled Texts (Levels R–W)



Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9 Unit 10

Reader's Theater Handbook

80 Teacher's Guides (1 per 6-pack)

80 Text Evidence Question Cards (1 per 6-pack)

10 Reader's Theater Scripts

Digital Learning Portal



Interactive Resources & Instruction for the Entire Program

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Video

Multimedia to Reinforce Unit Topic



E-Books

Whole-Group and Small-Group Texts



Home to School

Take-Home Letter and Activities



Online Assessments

- Test-Taking Environment for Students
- Reporting Platform for Teachers



Grades K-5

Digital Learning Portal



Benchmark Universe is a single online portal for students, teachers, and administrators, accessible from home or school 24/7 on any modern web browser. The portal includes a library of all Reader's Workshop components, including interactive resources and tools.

Video

Engaging Unit Opener Videos introduce students to the topic, essential question, and concept vocabulary to spark constructive conversations.



Sample Video for Grade 1



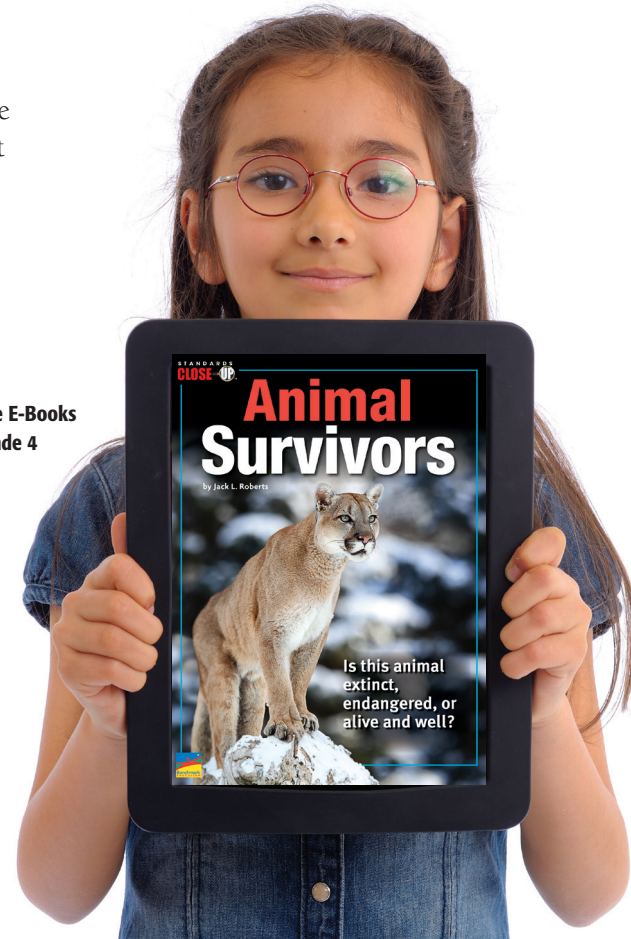
Sample Video for Grade 4

E-Books

All whole-group and small-group texts are available as interactive e-books. Teachers and students can annotate and respond to text directly in each e-book. Additionally, each e-book is read aloud, with adjustable-speed, highlighted, synced audio.



Sample E-Books for Grade 4



ePlanner

ePlanner provides a simple drag-and-drop interface to plan and manage instruction and report on standards taught.



Home to School

Home to School letters and calendars are available in English and Spanish and provide ways for caretakers to extend learning happening in the classroom.



Sample Activities for Grade 1



Sample Activities for Grade 4



Unrivaled Professional Learning Support

- Professional support for teachers and administrators is ongoing, cohesive, and responsive.
- Practice-oriented courses are developed by authors with extensive experience as coaches and literacy leaders.
- Plans are customized for your district or school and built on personalized needs-assessment data.

What can you expect from Benchmark Education Trainings?

- Highly qualified trainers—experts in Comprehensive Literacy
- Support for striving readers, Special Education students, and English Learners
- Well-designed interactive sessions teaching to transfer
- Train-the-Trainer modules with all materials needed for turnkey district delivery

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