

K-5 Benchmark Advance “Plan-For” Document

The purpose of this document is to help teachers and administrators plan for instruction using the K-5 Benchmark Advance materials. These are the adopted Tier 1 materials and should be used for reading, writing, foundational skills, word study/spelling, knowledge building, vocabulary, and collaborative conversations during Tier 1 ELA instruction. For more information regarding implementation, please see the Pacing Guides at <https://www.washoeschools.net/Page/1043>.

Component	See and Hear -	Expectations	Notes to Aid in Implementation and Planning
Whole Group Instruction	<ul style="list-style-type: none"> ✓ Daily Interactive Read aloud ✓ All students participate in Mini-Lessons ✓ ELA focus is on the Unit Topic: content knowledge building, reading, writing, foundational skills, word study/spelling/vocabulary ✓ Mini-lessons should be “mini”; teaching for <i>transfer</i> in Knowledge Strands 1-7, <i>mastery</i> in Knowledge Strands 8-10; this is a spiral curriculum 	<ul style="list-style-type: none"> ✓ All students are engaged with scaffolded, grade-level, whole group instruction with Benchmark materials every day 	

<p>Small Group Instruction</p>	<ul style="list-style-type: none"> ✓ All students are immersed in at least one Benchmark Small Group Instruction book on a frequency that matches need; including Decodable Texts for Phonics/Word Study in grades K-2 ✓ Group size is small, 4-6 	<ul style="list-style-type: none"> ✓ Small groups of students are met with in a scaffolded manner, using the Benchmark Small Group Instruction student materials and Small Group Teacher's Guide 	
<p>Independent Time (can be while the teacher is meeting with Small Group)</p>	<ul style="list-style-type: none"> ✓ Students work alone, with a partner, or in groups ✓ Clear, explicit expectations are established ✓ Accountable Independent Reading occurs every day ✓ Independent (check mark) tasks are curriculum-based 	<ul style="list-style-type: none"> ✓ Students read any book for Accountable Independent Reading; other tasks should be curriculum-based 	
<p>Classroom Environment: Routines, habits, and reading behaviors are in place and were developed during the initial 4 weeks (K-2) or 3 weeks (3-5); Anchor Charts are used as needed and were co-created to encourage community-building; texts for accountable independent reading are readily available; there is an area for small group instruction.</p>			