Grades 3-5+ Print + Digital

Build Language, Boost Confidence, and Ensure Readiness

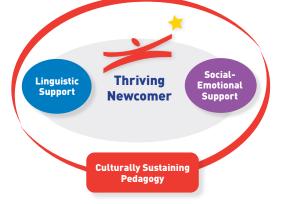
Fully print and digital to support blended and distance learning!

A comprehensive newcomer program for recent arrivals.

• Academic support to attain need-to-know basics and fundamental English

Benchmark

- Structures for engaging students in academic conversations
- Meaningful cultural and primary language integration
- Home-connection activities validate family knowledge and culture
- Flexibly designed to meet a variety of implementation models





Relevant topics build essential vocabulary and conversational skills.

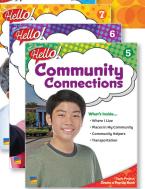
- Week 1: Making New Friends
- Week 2: Classroom Curiosity
- Week 3: My School in the U.S.A.
- Week 4: I Am Unique!
- Week 5: Community Connections
- Week 6: How I See the World
- Week 7: Zoom Into My Life
- Week 8: Wondering About the World

Student Materials

Honor students' journeys with interactive and student-friendly materials.

Eight consumable student books provide practice with vocabulary and language structures.





Teacher Materials

Welcome students and light their path to success with an explicit and clear Teacher's Resource System.

Instruction and lesson design supports linguistic and social-emotional development.



Graphic novel style texts use authentic language and feature diverse, recurring characters.

	Le	esson 2 Bilingual Word Bank
bathroom	cafeteria	classroom
gym	hallway	library
nurse's office	office	playground
·		13

Customizable vocabulary pages allow students to personalize learning and build bilingual word banks to make meaning through translation and translanguaging.

))?Listen Listen to the speaker.	
I'm going to the classroom.	I'm going to the
I listen and write. What do you do?	
Read lead the fext.	Write to complete the sentences.
I'm going to the library.	I'm going to the
I have a book. I like to read.	
I'm going to the classroom.	Ilike
I have a book. I like to read. I'm going to the classroom. I like math. I'm going to the cafeteria. I like lunch.	I like

Integrated practice activities support communication with listening, speaking, reading, and writing.

Daily lessons are
supported by step-by-step
instructional sequences
and are built upon a gradual-
release instructional design,
offering frequent application
and practice.

	Learning Targets	Listen
	I can talk about places in my school.	1. Rev
_	Language Structures	Displa
	Where are you going? Trn going to the	structi
	Language Functions	previo
	 Explain, Analyze, Justify 	read it w
	 Nouns, Verbs, Prepositions 	I see the
		Teach Vo
	Mg School	Explain to
	USA	1. Intro
		If possib
		each pla
		a quick t school.
	My School in the U.S.A. Student Book	
		Display of vocabula
	Additional Materials	say the y
	 Vocabulary cards (student, 	ask stud
	teacher) • Paper, markers or cravons,	the word
	 Paper, markers or crayons, student project folders 	Example:
	 ePocket Chart 	Teocher: d
	Week 3 Home-Connection Activities	Say it with
	Activities	Khur furn,
	Vocabulary	Students:
	 bathroom libeary 	Explain
	cafeteria nurse's office classroom office	happens
	 gym • playground 	location.
	 hallway 	The princi
		secretary office
		curce.
	70	

1. Display the Stude	ent Book		locabulary and	3. Write	
Ask students to turn (10 p. 4.	picture, say aloud, and u Example: Portner A: Play playground.	rs to point to each the vocabulary word se the word in a sentence. ground. I'm going to the	sentence Encoura sentence Keep in have diff appropri	udents' attention to the s at the bottom of the page, ge students to complete the in their book, mind that students might erent levels of literacy. If ate, write the words and entis to trace them.
"Places in My School," p. 4		Portner &: Offic	e. I'm going to the office.	Tim going	
ntroduce the Text @					
To biply the text Display "Lost Glasses" on p. 5. Read the title. Ask students to read it with you.	Tell student is mostly ab Example:	asan loses his ok all over the	3. Assess English Long Knowledge Give underns time to mu panel image. Invite stude circle things they can nam English and draw a box a things they want to learn say. Adk if they know the their home language.	dy each nts to ne in iround .how to	4. Build Vecebulary Name the elystest subdems have announcel, and say the name with Naudems. Crater a weak bank. Crater a weak ban





Survival skills instruction helps students adapt to U.S. routines and procedures.

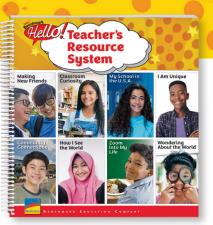


Weekly projects and presentations provide students with ways to connect with peers and practice social English.



incorporates formative assessment, suggests additional reading and practice, and encourages celebration and family sharing of students' personal learning goals.





Places in My School

n and Speak Review a min.

					1. millouuce
view		2. Model		3. Practice	Model saying the s with a vocabulary
iy the sen ure from us lesson and have	the . Read it	Model completin sentence structu the vocabulary c Example:	re using	Invite partn turns telli peopl	students to say it v Example: <i>I'm going to the libra</i> Write <i>I'm = I am</i> . E contraction <i>I'm</i> me
		I see the teach	_		Guide Practice of
o students th		words for places at thei	ir school.		1. Practice the S Ask students to tal 3 Lesson 2 yocaba
each ary card and word. Then each ary card and word. Then ients to say 4 with you.	A motion Meaning Ask students to turn to their Bilingual Woed Bank on p. 13. Invite students to share a translation of the word in their home language and add it to the word hunk.	Practice Hold each card. Ask students to narme the place and tell what they know about it. Exemple: Teacher: What is Mis?	Practice Ask partners to take turns pointing at	d	turn them face up location. Then ask going and have th to the place as the Example: Teacher: <i>Linxay</i> Whe Studient: (Impreviolis I'm going to the Altern Continue with the Peer Practice: Ci
h me: office. Office. what at each - ipal and the work in the	word bank. Refer to the Multilingual Glossary for translations of vocabulary.	Acachers work in the classroom.	Partner B: Office Use the empty boxes to add more words.		 Organize Assign partners. A up a set of vocabu them face down b
		© 2022 Be	nchmark Education Com	pang UIC	© 2022 Benchmark Education G



Differentiation Tools, SEL, and culturally responsive PD make lessons inclusive for all.

1-877-236-2465

Additional Resources

Robust digital resources support in-person and distance learning creating a bridge for communication and engagement with families.

Acknowledge Newcomers' cognitive potential, primary language, and cultural background as assets to build upon and develop.

STUDENT ENGAGEMENT



Weekly Videos build context by delivering engaging sensory learning experiences, previewing target vocabulary, modeling natural language, and promoting oral language development.



Student Vocabulary Card Sets deliver tactile, comprehensible input for peer interactions and family connections.

FAMILY ENGAGEMENT



Home-Connection Activities

include culturally and linguistically sustaining activities that promote family engagement through meaningful interactions.

Hello	!
his week o	ur topic is Making New Friends.
	ning concepts and language related to our family, our friends a from, and the things we enjoy doing together.
	Connection activities this week will include learning about our native country, and our family.
	itional text for this week is entitled We Camp Together. It is up of friends and the different things they do together.
our native	sok by viewing and listening to it, and then discussing it in language with your child. After reading the book together, ik about different things you like to do with your friends.
o create a p	ess through the week, students will be compiling informatio soster about themselves for their weekly presentation. Your able to share their work with you.

Weekly Letters explain the topic and language of the week and build a connection between family and school.

TEACHER TOOLS



Formative and Summative Assessments enable daily and weekly monitoring of language acquisition and progress across the four domains.



Advance ALL readers include a scaffolded text with visuals and audio providing students with additional language and introducing them to a range of content topics.

• Teacher's Resource Syst	em	
 235 Vocabulary Cards 		
 8 Student Books 		
(1 copy of each title)		
 8 Vocabulary Card Boo 	klets	
 Online Resources 		
• Online Subscription (1)	/ear)	
XY7838	Gr. 3–5	\$395
HELLO! GR. 3-5 STUD	ENT PACKA	AGE
PRINT AND DIGITAL 1		
• 8 Student Books	YEAR INC	
• 8 Student Books (1 copy of each title)	YEAR INC	
 PRINT AND DIGITAL 1 8 Student Books (1 copy of each title) 8 Vocabulary Card Boo 	-YEAR INC	



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