

# STEPS TO ADVANCE<sup>TM</sup> INTERVENTION SOLUTIONS

## Step Up to Grade-Level Reading!

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# An Intervention Solution

Designed to help striving readers in Grades 2–6 access grade-level complex text and work toward mastery of priority standards.



- Aligns to *Benchmark Advance* texts, topics, and scope and sequence
- Scaffolds learning to reach grade-level expectations
- Builds content vocabulary, language, and comprehension

# Scaffolded Instruction with Meaningful Practice

**Vocabulary Practice Text**

**The Wildcats Versus the Wildfire**  
by Katie Durgin-Brace

1 The warnings were filled with urgency. The wildfire was getting close to our town. The smoke in the air was too dangerous. We had to leave. The local government helped everyone during the evacuation.

2 We had to stay in a shelter. The people there were very nice. But I was anxious. I worried about the ball field.

**Amplified Text**

**The Wildcats Versus the Wildfire**  
by Katie Durgin-Brace

1 "Toni!" Dad called, "there's a package for you!"

2 I bolted down the stairs as fast as I could. I was so excited! At last, my team's new baseball equipment had arrived! Our team is named the Wildcats. I hopped down the last three steps and ripped open the tape holding the box shut.

3 As I expected, the box was filled with glossy brown leather baseball gloves, smooth helmets, and everything else we needed to play ball. I had been waiting for this package for weeks.

4 Last year, just before our final game of the season, we had to stop playing baseball. The evacuation warnings were filled with urgency. The local government helped everyone leave safely. When we evacuated, we had to stay in a shelter set up by the local government. The people there were very nice, but I was anxious about our house, our town, and especially about the ball field, where my happiest memories were made.

**Core Text**

**The Wildcats Versus the Wildfire**  
by Katie Durgin-Brace

1 "Toni!" Dad called, "there's a package for you!"

2 I bolted down the stairs as fast as I could. I was so excited! At last, my team's new baseball equipment had arrived! Our team is named the Wildcats. I hopped down the last three steps and ripped open the tape holding the box shut.

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4 Last year, just before our final game of the season, we had to stop playing baseball. The evacuation warnings were filled with urgency. The local government helped everyone leave safely. When we evacuated, we had to stay in a shelter set up by the local government. The people there were very nice, but I was anxious about our house, our town, and especially about the ball field, where my happiest memories were made.

5 Eventually we were all allowed to return home. First, we had to wait until the state government declared the state of emergency had ended and cleared the roads. Most of the houses were safe, but our public park was so damaged, it was hard to comprehend. The ball field was surrounded by scorched trees, and a big black patch took the place of our grassy field. Our recreation shed, where all our equipment was stored, had burned down. We weren't allowed to start our cleanup of the park until the fire demolition crew took down all the dangerous trees.

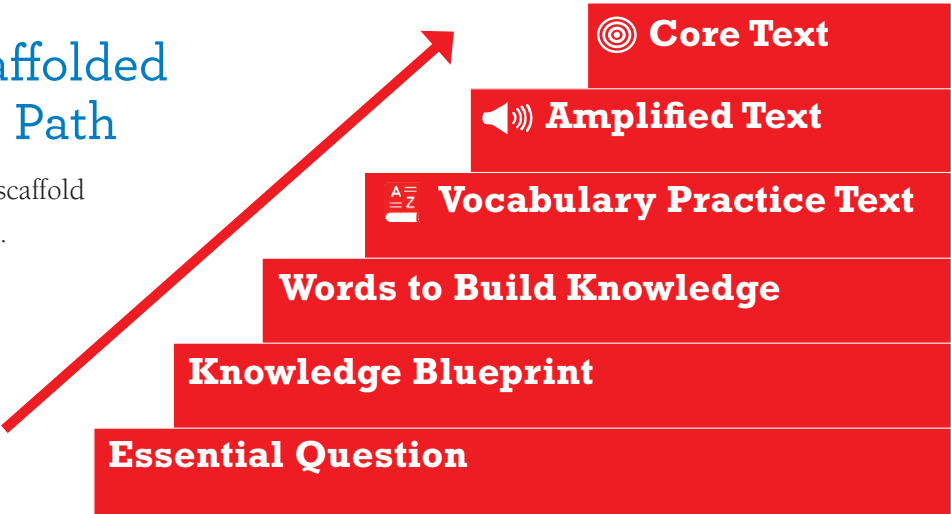
6 Still, our team gathered on the first Saturday that we were able to. We started cleaning up the field. Best of all, the couch and the recreation center applied to the federal government for relief funds to help with the recovery. The funds helped to replace the whole park, to rebuild our shed, and even covered the cost of our new equipment.

7 Now, finally, it's time to play ball again!

Steps to Advance offers daily opportunities for students to “step up” to on-grade-level reading with the support of scaffolded text.

## Carefully Scaffolded Instructional Path

Gradual steps provide a scaffold to access grade-level text.



# Vertically Aligned Unit Topics and Text

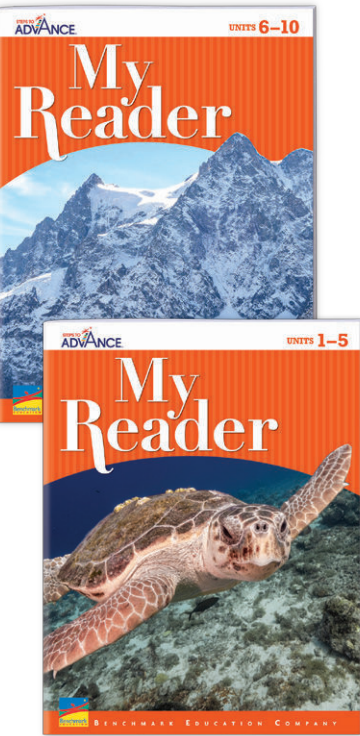
Instructional Goals	1 Life Science	2 Character Matters	3 Government and Citizenship	4 Perspectives in Literature	5 Technology and Society	6 Themes Across Cultures	7 History, Culture, and Geography	8 Earth Science	9 Economics	10 Physical Science
Knowledge Building	How do living things survive in their environment?	How do we respond to events?	How do we decide which resources we should develop?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?
Character Matters	How do we respond to events?	How do we decide which resources we should develop?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?
Government and Citizenship	How do we decide which resources we should develop?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?
Perspectives in Literature	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?
Technology and Society	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?
Themes Across Cultures	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?
History, Culture, and Geography	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?
Earth Science	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?
Economics	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?
Physical Science	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?	How do we make decisions about development?

10 topic-based units per grade integrate social studies, science, and literary topics to ensure students build content-area knowledge as they develop literacy skills.



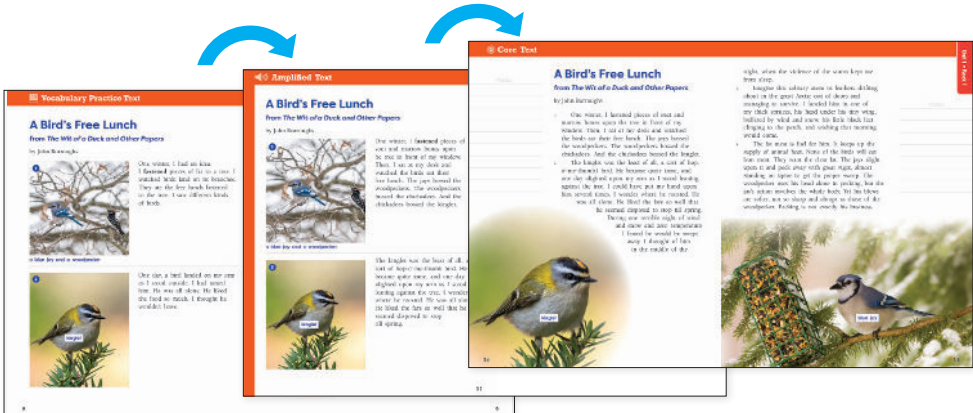
# Gradual Steps to Complex Text

Weekly lessons are designed to scaffold students as they engage with increasingly complex text.



## Lesson Design

- Units target skills and strategies to support knowledge building.
- Highly scaffolded and visually supportive reading instruction “step up” students to grade-level complex text every week.
- Consistent, daily routines create predictable learning environments.



Unit Essential Question

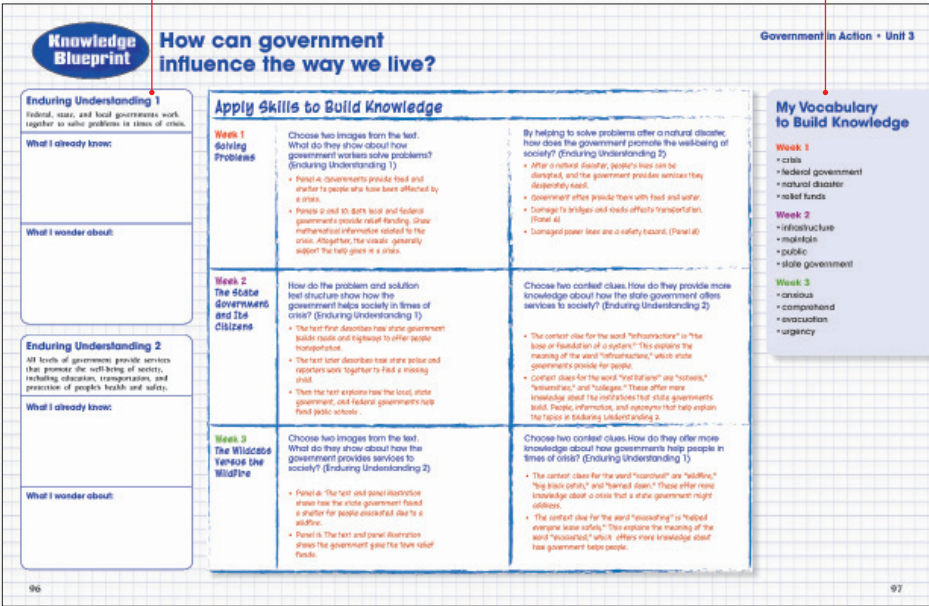
## Essential Question

Students build vocabulary, comprehension, and knowledge around an Essential Question that guides students' thinking.



Enduring Understandings

Vocabulary to Build Knowledge



Pronunciations

Strong Visual Support

Unit 3 • Week 1 • Words to Build Knowledge			
Word	Examples	My Example	Definition
crisis (KRY-iss)	 People often need help getting food or water during a crisis.	 It can be hard for people to find a place to stay during a crisis.	crisis noun difficult or dangerous situation
federal government (FEH-dul-uhl GUV-ern-ment)	 The federal government makes laws.	 The federal government is in Washington, D.C.	federal government noun the level of government that makes and enforces laws for the entire country
natural disaster (NAT-uh-lul duhl-ZAS-ter)	 A tornado is a natural disaster.	 A flood is a natural disaster.	natural disaster noun a sudden event not created by humans that causes harm or loss
relief funds (rēl-LEE-F FUNDS)	 Relief funds can help fix homes.	 Relief funds can help fix roads.	relief funds plural noun money provided by the government to help during an emergency

Student-Friendly Definitions

## Knowledge Blueprint

Students record prior knowledge, questions, and information from the weekly texts and to make meaningful connections to the Essential Question and Enduring Understandings.

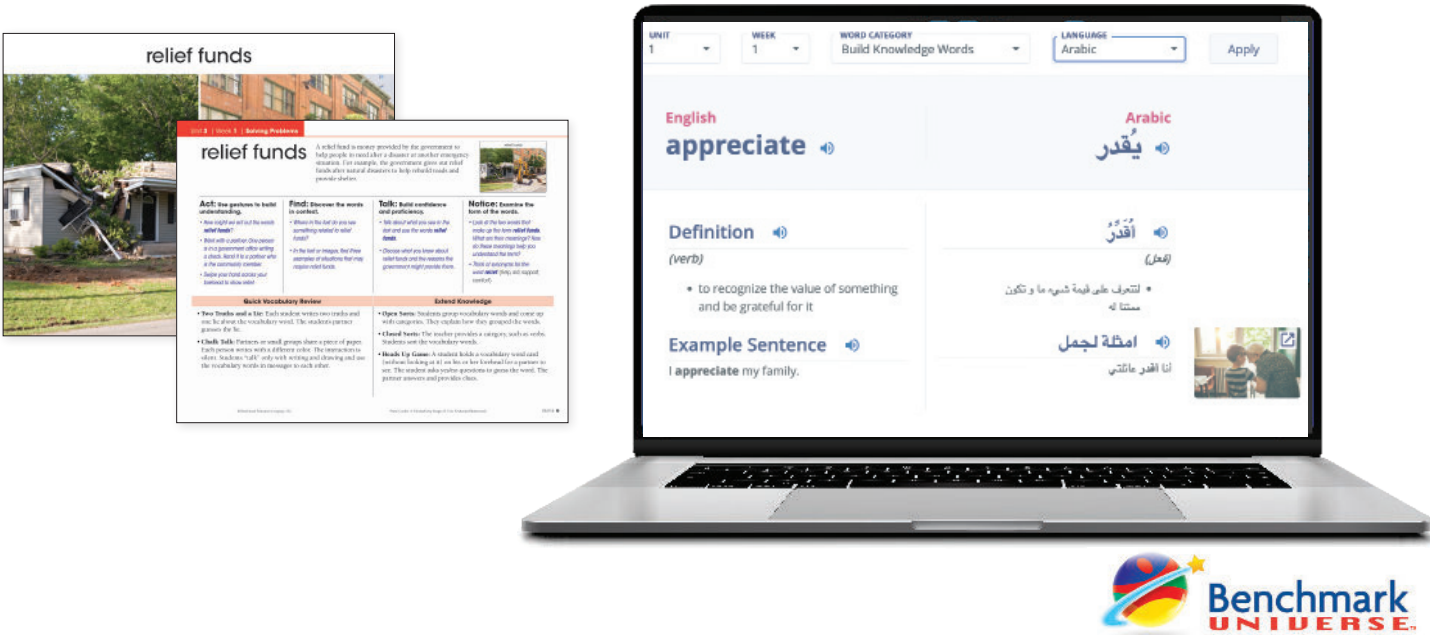
## Words to Build Knowledge

Students learn four new Tier 2 and/or Tier 3 words and phrases each week and use them while listening, speaking, and writing to understand text and build new knowledge.



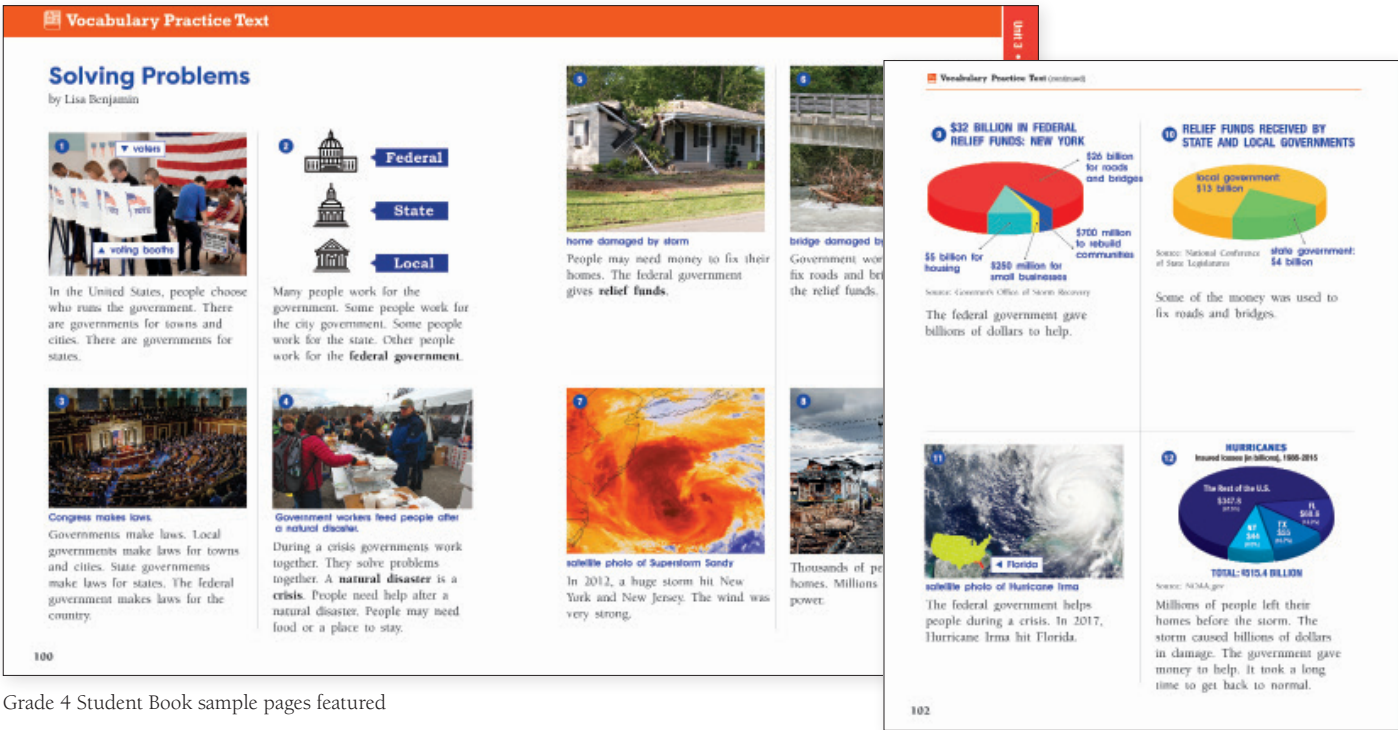
Vocabulary Development

Vocabulary Cards and Multilingual Glossary provide visual support and reinforce vocabulary knowledge.



Vocabulary Practice Text

Students practice vocabulary in context via a below-level scaffolded text with enhanced visuals to support meaning.



Grade 4 Student Book sample pages featured

Amplified Text

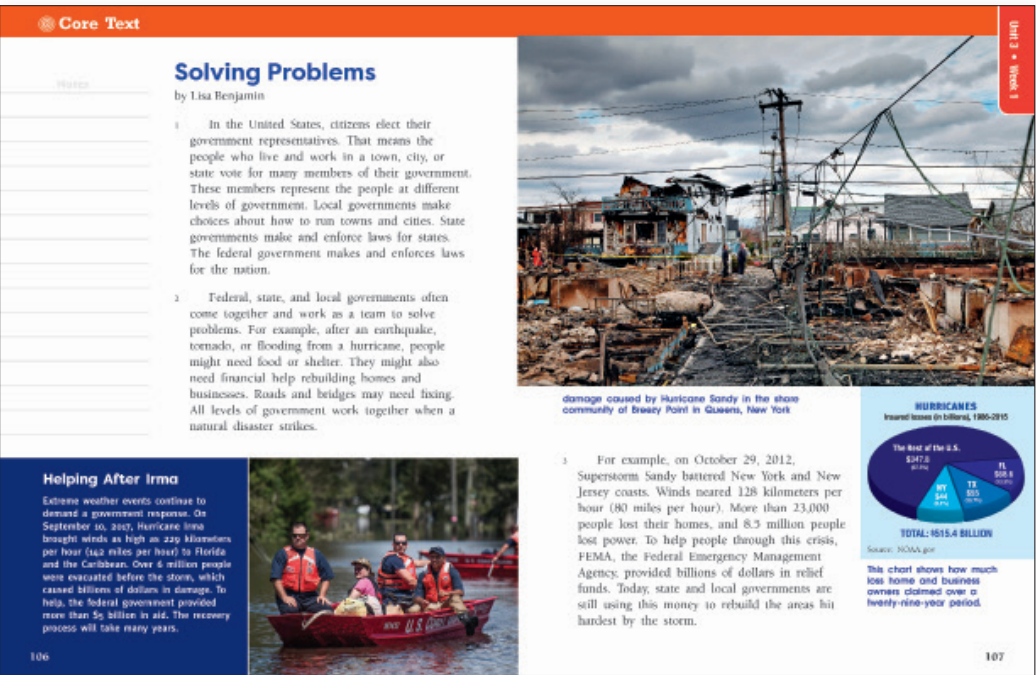
Students “step up” to read a more complex, on-grade-level text with the same scaffolds and visual support provided in the Vocabulary Practice Text.



Grade 4 Student Book sample pages featured

Core Text

Students read the same complex, on-grade-level text, written in paragraph format and with minimal visual support.



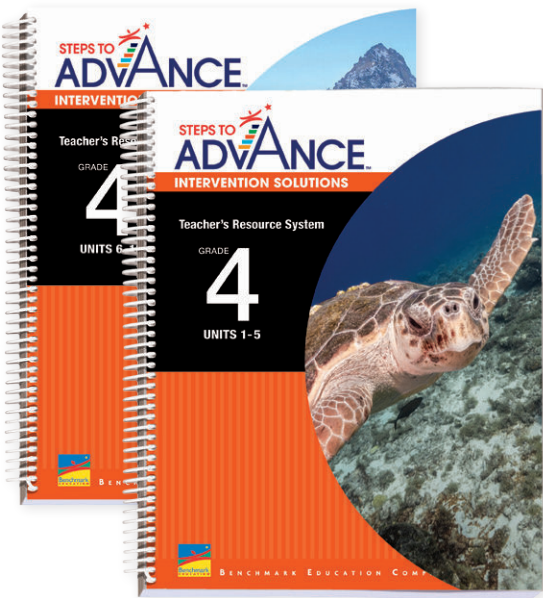
Grade 4 Student Book sample pages featured



# Comprehensive Instructional Support

Explicit, effective, and easy-to-use resource.

Support students in vocabulary, knowledge building, comprehension, and use of writing to strengthen reading skills.

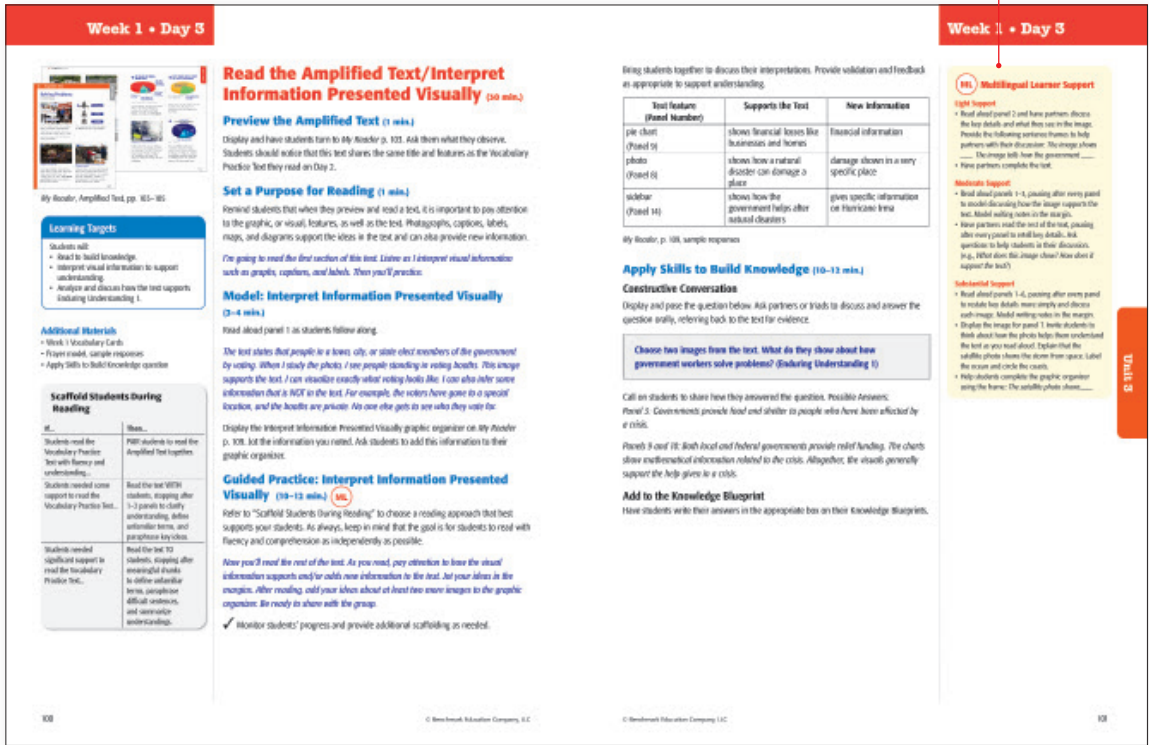


## Teacher's Guides

Designed to scaffold students to on-grade-level success. Provides:

- Focused instruction on priority skills and standards
- Enhanced vocabulary instruction
- Integrated Multilingual Learner support
- Constructive conversation prompts

Multilingual Support



Grade 4 Teacher's Guide sample pages featured

Unit 3 Skills and Strategies to Build Knowledge					
The following skills and strategies are explicitly taught, practiced, and applied during the three weeks of instruction as students focus on the Enduring Understanding knowledge goals. At the end of unit, these skills are assessed as indicated. Weekly assessments are also provided to help you monitor progress.					
		Week 1	Week 2	Week 3	Tested
Metacognitive	Determine Text Importance	•	•	•	
	Interpret Information Presented Visually	•		•	✓
Comprehension to Build Knowledge	Describe and Explain Problems and Solutions	•	•		✓
	Use Context Clues to Determine the Meaning of Words and Phrases		•	•	✓
Vocabulary	Inflection/Intonation–Pitch	•	•	•	
Fluency	Participate in Constructive Conversations	•	•	•	
	Write to Demonstrate Knowledge	•	•	•	

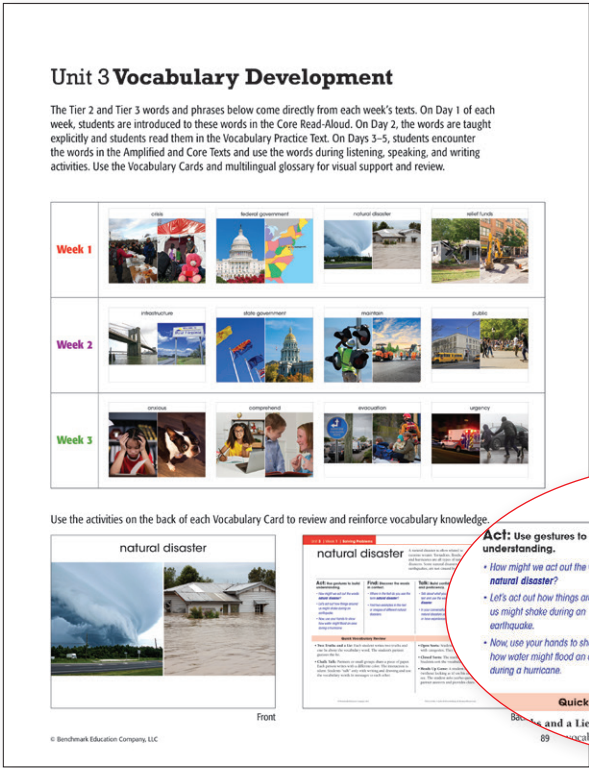
• Strategy or skill introduced for the first time

• Previously taught strategy or skill

✓ Strategy and skill assessed in this unit

Skills and strategies are explicitly taught, practiced, and applied during each week of instruction.

Red dots indicate the introduction of a new skill. Black dots indicate skills being spirally reviewed.



Grade 4 Teacher's Guide sample pages featured

Explicit, systematic instruction supports vocabulary development and comprehension.

Vocabulary cards provide review and reinforcement of vocabulary knowledge.

## Differentiated Supports in Each Lesson

Meet the needs of diverse learners in your classroom.

# Unit 3 Readings at a Glance

## Week 1: Solving Problems (Informational Social Studies)

This is a thumbnail of a reading page titled "Solving Problems" under the "Social Studies" category. The page features a main text block on the left, a large photograph of a construction site with cranes and buildings under construction on the right, and a smaller photograph of a group of people in a boat at the bottom. There are also some small circular graphics and a sidebar on the right.

Core Text Version

Vocabulary Practice Text: 460L  
Amplified Text: 930L  
Core Text: 930L

## Week 2: The State Government and Its Citizens (Informational Social Studies)

This is a thumbnail of a reading page titled "The State Government and Its Citizens" under the "Social Studies" category. The page has a main text block on the left, a photograph of a state capitol building on the right, and a smaller photograph of a group of people in a boat at the bottom. There are also some small circular graphics and a sidebar on the right.

Core Text Version

Vocabulary Practice Text: 550L  
Amplified Text: 900L  
Core Text: 900L

## Week 3: The Wildcats vs. the Wildfire (Realistic Fiction)

This is a thumbnail of a reading page titled "The Wildcats vs. the Wildfire" under the "Realistic Fiction" category. The page has a main text block on the left, a photograph of a wildfire with firefighters on the right, and a smaller photograph of a group of people in a boat at the bottom. There are also some small circular graphics and a sidebar on the right.

Core Text Version

Vocabulary Practice Text: 480L  
Amplified Text: 860L  
Core Text: 860L

90

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Gradual build from below-level to grade-level text each week allows students time and provides the scaffolding needed to master vocabulary and comprehension skills and strategies.

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Introduce Unit 3: Government in Action	Build Vocabulary	Read the Amplified Text/Interpret Information Presented Visually	Extend Vocabulary/ Reread the Amplified Text/ Identify and Describe Problems and Solutions	Review Vocabulary, Skills, and Knowledge
	Read Aloud the Core Text: "Solving Problems" / Distinguish Between Important and Unimportant Information	Read the Vocabulary Practice Text/ Extend Vocabulary Knowledge			
Week 2	Read Aloud the Core Text: "The State Government and its Citizens" / Distinguish Between Important and Unimportant Information	Build Vocabulary	Read the Amplified Text/ Identify and Describe Problems and Solution	Reread the Amplified Text/ Use Context Clues to Determine the Meaning of Words and Phrases	Review Vocabulary, Skills, and Knowledge
		Read the Vocabulary Practice Text/ Extend Vocabulary Knowledge			
Week 3	Read Aloud the Core Text: "The Wildcats Versus the Wildfire" / Distinguish Between Important and Unimportant Information	Build Vocabulary	Read the Amplified Text/ Interpret Information Presented Visually	Extend Vocabulary/Use Context Clues to Determine the Meaning of Words and Phrases	Review Vocabulary, Skills, and Knowledge
		Read the Vocabulary Practice Text/ Extend Knowledge Vocabulary			Unit Wrap-Up: Demonstrate Knowledge

The Lessons at a Glance at the beginning of each unit reflects optimal 5-day pacing. Alternate pacing options are available.

Grade 4 Teacher's Guide  
sample pages featured


### Learning Targets

Clear and explicit learning objectives are identified for every lesson.

### Multilingual Learner Support

Supports linguistically challenging aspects of each lesson at three levels: light, moderate, and substantial.

**Week 1 • Day 3**



My Reader, Amplified Text, pp. 183–185

## Read the Amplified Text/Interpret Information Presented Visually (10 min.)

### Preview the Amplified Text (1 min.)

Display and have students turn to my Reader, p. 183. Ask them what they observe. Students should notice that this text shares the same title and features as the Vocabulary Practice Text they read on Day 2.

### Set a Purpose for Reading (1 min.)

Remind students that when they preview and read a text, it is important to pay attention to the graphic, or visual, features, as well as the text. Photographs, captions, labels, maps, and diagrams support the ideas in the text and can also provide new information.

*You're going to read the first section of this text. Listen as I interpret visual information such as graphics, captions, and labels. Then you'll practice.*

### Model: Interpret Information Presented Visually (3–4 min.)

Read aloud panel 1 as students follow along.

*The text states that people in a town, city, or state elect members of the government by voting. When I study the photos, I see people standing in voting booths. This image supports the text. I can visualize exactly what voting looks like. I can also infer some information that is NOT in the text. For example, the voters have gone to a specific location, and the booths are private. No one else gets to see who they vote for.*

Display the Interpret Information Presented Visually graphic organizer on my Reader, p. 184. Ask the information you noted. Ask students to add this information to their graphic organizer.

### Guided Practice: Interpret Information Presented Visually (10–13 min.)

Refer to "Scaffold Students During Reading" to choose a reading approach that best supports your students. As always, keep in mind that the goal is for students to read with fluency and comprehension as independently as possible.

*Now you'll read the rest of the text. As you read, pay attention to how the visual information supports and/or adds new information to the text. Add your ideas in the margins. After reading, add your ideas about at least two more images to the graphic organizer. Be ready to share with the group.*

✓ Monitor students' progress and provide additional scaffolding as needed.

**Week 1 • Day 3**

Bring students together to discuss their interpretations. Provide validation and feedback as appropriate to support understanding.

Text Feature (Panel Number)	Supports the Text	New Information
pie chart (panel 5)	shows financial losses like businesses and homes	financial information
photo (panel 6)	shows how a natural disaster can damage a place	damage occurs in a very specific place
sidebar (panel 14)	shows how the government helps after natural disasters	gives specific information on how to help

My Reader, p. 184, sample responses

### Apply Skills to Build Knowledge (10–12 min.)

#### Constructive Conversation

Display and pose the question below. Ask partners or triads to discuss and answer the question orally, referring back to the text for evidence.

**Choose two images from the text. What do they show about how government workers solve problems? (Enduring Understanding 1)**

Call on students to share how they answered the question. Possible Answers:  
**Panel 3:** Governments provide food and shelter to people who have been affected by a crisis.  
**Panel 9 and 10:** Both local and federal governments provide relief funding. The charts show mathematical information related to the crisis. Altogether, the visuals generally support the help given to a crisis.

#### Add to the Knowledge Blueprint

Have students write their answers in the appropriate box on their knowledge blueprints.

### Scaffold Students During Reading

If/Then chart provides explicit support for scaffolding students based on observed reading behaviors.

### Constructive Conversations

Peers discuss ideas relating to the unit's Enduring Understandings, demonstrating mastery of vocabulary, content, and skills.

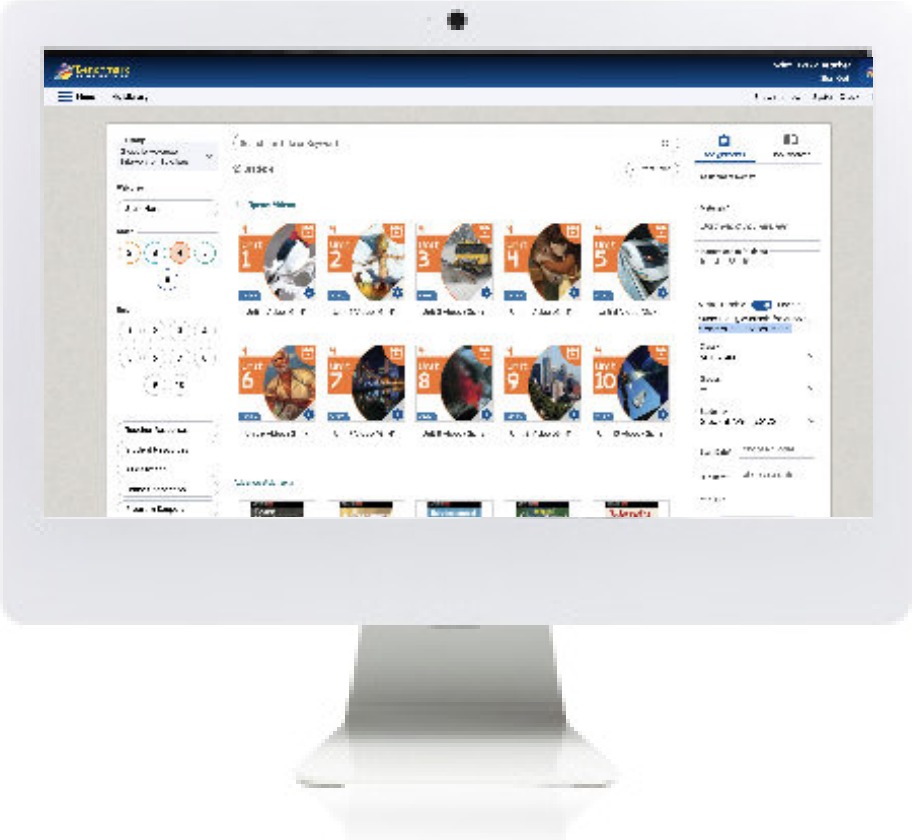
Grade 4 Teacher's Guide sample pages featured

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# Measure Growth of Targeted Skills

Assess weekly across knowledge building units.

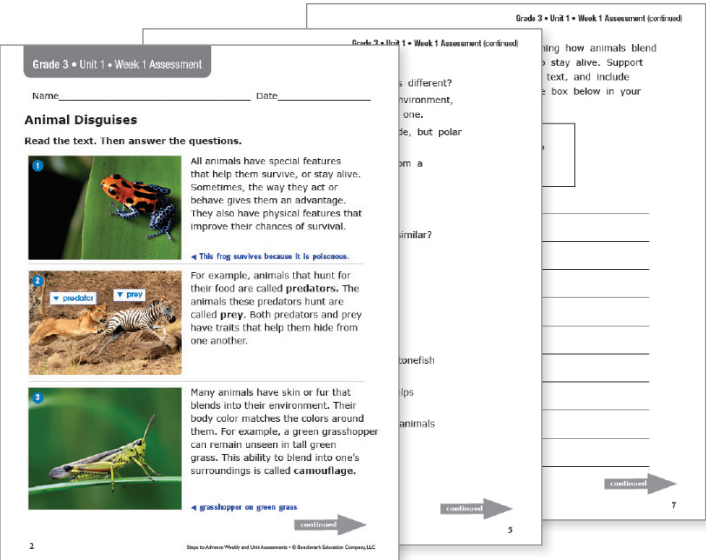


## Assessments

Access assessments in the *Steps to Advance Intervention Solutions* library on Benchmark Universe.

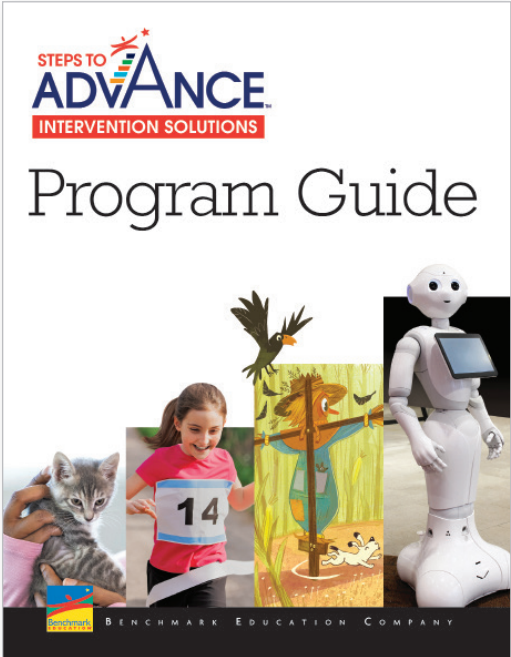


- **Pre/Post-Assessments** establish a baseline for each student, and the Post-Assessment measures student progress.
- **Weekly Assessments** target vocabulary, skills, and strategies taught during the preceding week.
- **Unit Assessments** measure students' understanding of the vocabulary, skills, and strategies taught throughout the unit.



# Planning and Family Engagement

Plan for implementation to meet instructional goals.



## Program Guide

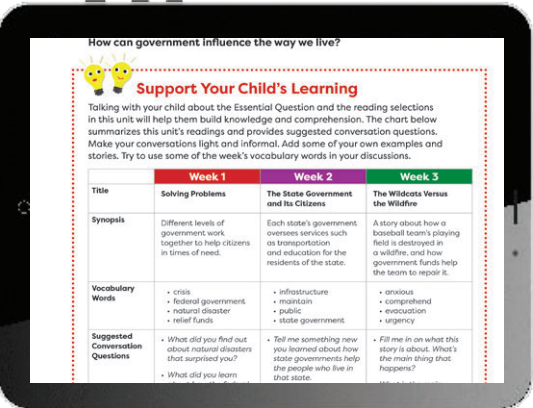
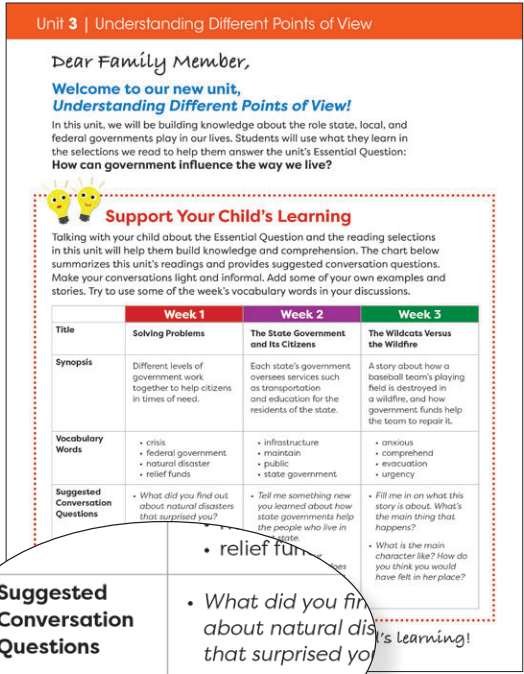
Offers an overview of the program and includes:

- Support for implementation
- Suggested pacing guides
- Assessment overview

Letters to family members/caregivers provide ideas for how to support learning at home.

## Home-School Connection

Letters, written in multiple languages, give clear and helpful ways for caregivers to support learning and see the progress students are making.



# The Science of Reading Research in Action

The “Science of Reading” is a consistent and extensive body of research that documents the skills and capabilities needed for students to be skilled readers.



# Language Comprehension with Decoding Results in Reading Comprehension

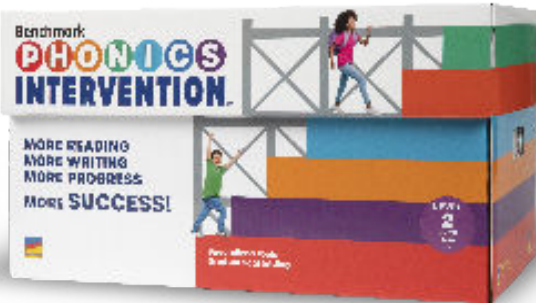
Complement *Steps to Advance* with additional research-based programs.

Identify and tailor instruction for students needing support with foundational skills.



Benchmark Phonics Intervention provides phonics and phonological awareness instruction to students two or more years below grade-level expectations. It offers:

- Explicit and systematic phonics instruction
- Built-in review and repetition cycle
- Frequent application to reading and writing
- Supports that regularly build vocabulary and content knowledge



Build vocabulary and knowledge while explicitly teaching grade-level reading and comprehension skills.



Engaging topic sets feature scaffolds for literacy and language development that:

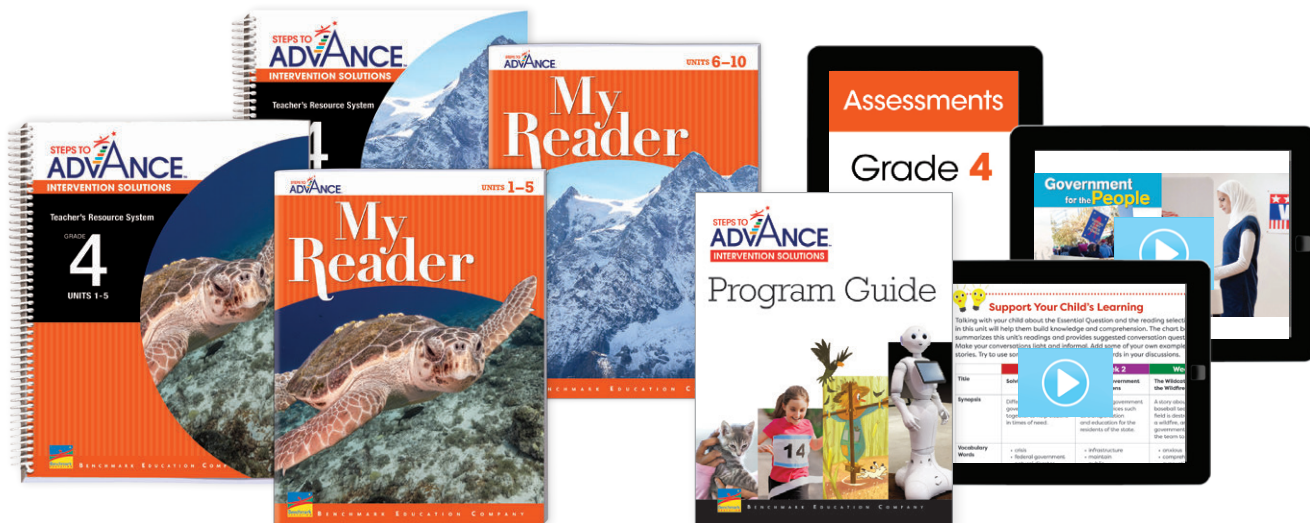
- Align with each *Steps to Advance* unit
- Provide scaffolds to complex text
- Develop language





# STEPS TO ADVANCE<sup>™</sup>

## INTERVENTION SOLUTIONS



### Steps to Advance Intervention Solutions with Online Subscription

#### Print + Digital Teacher Packages

Each Grade-Level Teacher Package Includes:

- Teacher's Resource Systems (2 volumes)
- Student Books (2 volume set)
- 120 Vocabulary Cards (2 volume set)
- Program Guide
- Online Subscription with eAssessment (1 year)

Multi-year subscriptions are available.

Grade 2	B9-XY9344
Grade 3	B9-XY9345
Grade 4	B9-XY9346
Grade 5	B9-XY9347
Grade 6	B9-XY9348

### Print + Digital: 1 Student Package Consumable Student Books (2-volume set) with Online Subscription (1 year)

Grade 2	B9-XY9264
Grade 3	B9-XY9265
Grade 4	B9-XY9266
Grade 5	B9-XY9267
Grade 6	B9-XY9268

### Print + Digital: 5 Student Packages Consumable Student Books (2-volume set) with Online Subscription (1 year)

Grade 2	B9-XY9304
Grade 3	B9-XY9305
Grade 4	B9-XY9306
Grade 5	B9-XY9307
Grade 6	B9-XY9308

For more information and pricing,  
reach out to your Sales Rep.

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