

# Benchmark Education Grade 1 English Phonics Program Summary

## Section 1. Phonics-Related Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not Reviewed	Not Reviewed
Grade 1	100%	100%	Not Reviewed	Not Reviewed
Grade 2	100%	100%	Not Reviewed	Not Reviewed

## Section 2. Instructional Approach

- The materials include systematic, year-long plans for phonics instruction.
- The materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include guidance that supports teacher’s delivery of instruction.
- The materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

## Section 3. Content-Specific Skills

- The materials provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students’ knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

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## Section 4. Progress Monitoring

- The materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.
- The materials include integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

## Section 5. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials include supports for Emergent Bilinguals to meet grade-level learning expectations.

## Section 6. Additional Information: Resources

- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

## Section 7. Additional Support

- The publisher submitted the technology, price, professional learning, additional language supports, and evidence-based information.

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### Indicator 2.1

Materials include systematic, **year-long plans for phonics instruction.**

1	Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.	M
2	Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.	M
3	Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).	M

### Meets | Score 4/4

The materials partially meet the criteria for this indicator. Materials include systematic, year-long plans for phonics instruction.

Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year. Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).

Evidence includes but is not limited to:

**Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.**

- The materials include a TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. The scope and sequence shows when the skills are taught in the program during the school year, including spiral reviews of phonics concepts. In each unit, the document lists the phonological awareness skill, primary skill, secondary skill and word families, spiral review, and high-frequency words that are taught each week of the units. The scope and sequence does not include a side-by-side document that shows the TEKS.
- The materials include an overview of the phonological awareness objectives that are aligned to the grade-level TEKS. For example, Unit 1, Week 1, Day 1 indicates that students recognize the letters *a, b, c, d,* and *e.* Day 5 of the same week ends with the letters *u, v, w, x, y,* and *z.* Each unit contains skills at a glance as well as a suggested pacing guide and what is covered in whole-group and small-group. In Unit 6, Week 2, Day 2, students practice blending and building words, and work on long vowel patterns and inflectional endings.
- Each unit of the curriculum includes a suggested pacing guide. The guide lists an overview of the activities of each of the three weeks in each unit. In Unit 2, Week 1, the document lists the first day of Week 2 as Day 1. One of the activities of Day 1 is short *e* and spelling-sound correspondences. Day 2 activities include short *e* and blend, build and write words. Day 5 includes a review and assessment of short *e.* The TEK aligned with these activities is 2AI.

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- The scope and sequence does not include the TEKS; however, the skills do match the expectations of the TEKS. There is a correlation chart included in the Program Support that outlines what TEKS are taught in which unit. The knowledge and skills statements are found in the left column, and the page numbers where each is taught are found in the Phonics Word Study Workshop column. For example, in Unit 2, Week 3, Day 1, the TEKS 1.2A (i) for Phonological awareness; producing rhyming words is used in the activity Phonological awareness Recognize and Produce Rhymes. The TEKS 1.2B(i) for Phonics: decode words is used in the Blend Words activity where students are blending words with short *e*.

**Materials clearly demonstrate vertical alignment and that shows the progression of skill development from year to year.**

- The materials do not include a vertical alignment document; however, the materials outline the progression of skill development from kindergarten through grade 2 on the Scope and Sequence for grades K–2.
- The phonemic awareness lessons from the skills at a glance for grade 1 begin with phoneme blending and phoneme isolation. The last unit for grade 1 covers phoneme blending, phoneme isolation, phoneme deletion, and phoneme categorization. Unit 10 in first grade focuses on silent letters, complex vowels /*o*/ and long *e* (-*ey*, -*y*) at the end of the school year. The second-grade curriculum starts with a focus on short *a*, *i*, *o*, *u*, and *e*. The lessons progress and focus on blends, VCe, and long *a*, *e*, *i*, *o*, and *u* for the first 15 days of the second-grade materials. The materials at the beginning of second grade do not review the materials presented at the end of first grade.

**Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).**

- The lesson objectives systematically progress from simple to more complex concepts. Grade 1 lesson objectives begin with a review of skills taught in kindergarten, then emphasize decoding and encoding one-syllable words with common phoneme-grapheme correspondences, such as initial and final consonant blends and digraphs with short vowel sounds. Then objectives progress to silent-*e* syllables with long vowel sounds and vowel digraphs.
- The phonics lessons begin with a review of short vowels and move on to consonant digraphs and r-blends. In Unit 1, Week 1, Day 1, the teacher says, “This is the letter *b*. It stands for /*b*/. This is the letter *i*. It stands for /*i*/. Listen as I blend the two sounds: /*biii*/. This is the letter *g*. It stands for /*g*/. Listen as I blend all three sounds to read the word: /*biiig*/, *big*. Say the word with me: *big*.” In Unit 8, Week 2, Day 1, the teacher displays the letter card and says, “This is the letter *p*. It stands for /*p*/. These letters are *o* and *r*. The letters *o* and *r* together stand for /*ôr*/. These letters are *c* and *h*. Together they stand for /*ch*/. Listen as I blend the sounds to read the word: /*pôrch*/, *porch*. Say the word with me: *porch*.”
- In Unit 2, Week 3, Day 2, the students work on phoneme blending with the word *slip*. The teacher says the sounds, and the students practice blending the sounds. The students continue to practice blending the words *clap*, *flap*, *glad*, *sled*, *slim*, *slam*, and *plan*. The material then guides the teacher to Display Letter Cards for the word *sled* and blend the phonemes. The teacher substitutes the letter *s* for *f* and models blending the sounds. The students practice

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blending the sounds. The students continue to practice blending the words *lock, block, flock; slip, flip, clip; glass, class, and clap.*

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### Indicator 2.2

Materials provide **direct (explicit) and systematic instruction** in developing grade-level phonics skills within and across lessons.

1	Lessons include detailed guidance for each component of the gradual release of responsibility model.	M
2	Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.

Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

#### Lessons include detailed guidance for each component of the gradual release of responsibility mode.

- Although the materials do not specifically list the gradual release of responsibility by including subtitles in the teacher guide, the lessons include detailed guidance for each component of the gradual release of responsibility model. In Unit 2, Week 1, Day 1, the teacher displays the Picture Word Card for *egg*. In the I Do section of the lesson, the teacher says, “This is a picture of an *egg*. The beginning sound in *egg* is /e/. The sound /e/ is spelled with the letter *e*. Say the sound with me: /e/.” The I Do section includes a script for the teacher during the modeling part of the lesson. The materials provide specific words and an action rhyme on the Sound-Spelling Card for short *e*. The students practice saying the names of the objects in the pictures on the Frieze Card short *e*. The card includes pictures for *bed*, *egg*, *gem*, and *pen*. Finally, the students practice independently. The teacher says the words *bed*, *leg*, *set*, *peck*, *well*, *pet*, and *wet*. The students listen for the short *e* sound and write the letter *e* on paper or on a workmat.
- In the Teacher Resource System, Unit 8, Week 2, Day 2, students build and blend *-or* words in the ePocket chart. The independent portion is listed as small-group/independent practice section in the Teacher Resource System. In the I do portion of the lesson, directions guide the teacher to display Letter Cards for the word *fork* and blend the phonemes. The teacher says, “Let’s blend all the sounds together and read the word: /ffôrk/, *fork*. The middle vowel sound is /ôr/. Change the *k* to *m* and repeat with *form*. Let’s blend all the sounds together and read the new word: /ffôrmmm/, *form*. Change the *m* to *t* and repeat with *fort*. Let’s blend all the sounds together and read the word: /ffôrt/, *fort*.” For the We Do portion of the lesson, the directions guide the teacher to provide students with Letter Cards a–z, “Have students quickly alphabetize them. Say each word. Guide students to choose the correct letter or letters to change.” In the You Do section, the directions tell the teacher to use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson, “Write these words in random

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order: *corn, born, horn, core, more, chore, boar, roar*. Have student pairs write the words on cards and sort them according to their /ôr/ spelling pattern and ending sound (-or, -ore, -oar). Have pairs read aloud the words with each spelling pattern. Model self-correcting an error by saying each phoneme slowly in the word."

**Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.**

- The materials contain a teacher edition with ample and useful suggestions on how to present the content in the student materials. For example, the materials address reading decodable readers. There are four sections with annotations and suggestions. The Best Practice section talks about why this routine is important because "students need ample opportunities to apply phonics skills in connected text to help them master these skills." Under the same section, there's an *In Your Classroom* that gives tips such as "front-load vocabulary that students might have difficulty understanding as you preview the text." In the section Introduce, it tells the teacher to discuss with students why it is important to read decodable text. The Model and practice section gives guidance on how to preview and predict, read together, check comprehension, and retell and write. The Share and Reflect section tells the teacher what should be done, stating, "Have partners share their writing. Ask one or two students to share with the class."
- Students participate in the shared reading in the Teacher Resource System in Unit 5, Week 1, Day 1 in the Model Fluency: Pausing. The material provides suggestions in the lesson to help students understand how to use punctuation. For example, "Model reading the first stanza with proper pauses. Emphasize your pauses by taking short or long breaths." In Unit 8, Week 1, Day 2, there is a helpful suggestion: "Remind students that the *a* and *r* work together to make the /är/ sounds."

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### Indicator 2.3

Materials include **detailed guidance** that supports teacher’s **delivery of instruction**.

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.	M
2	Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.	M
3	Materials include specific guidance for providing students with immediate, corrective feedback.	M
4	Materials provide detailed guidance for connecting previously taught phonics skills to new learning.	M
5	Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.	M

### Meets | Score 4/4

Materials meet the criteria for this indicator. Materials include detailed guidance that supports teacher’s delivery of instruction.

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills. Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. Materials include specific guidance for providing students with immediate, corrective feedback. Materials provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

**Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.**

- The materials include information about common misconceptions related to specific phonics skills. The materials include a section called Benchmark Phonics Routines. The section includes a video on Common Pitfalls under Phonemic Awareness. In Unit 1, Week 1, Day 3, in the High-Frequency Words section, the materials include a note for the teacher to “Point out to students that *for* can be easily confused with the words *of* and *from*.” In Unit 3, Week 1, Day 2, in the Spelling/Dictation activity, the teachers and students use Elkonin boxes to sound out and write each phoneme as they hear them. The teacher says, “Watch and listen as I say *grab* slowly: /grrraab/.” The teacher moves a marker for each phoneme. The teacher says, “I know the letter *g* stands for /g/. I’ll write *g*. Listen for the next sound: /grrr/. I hear /r/. I know that the letter *r* stands for /r/, so I’ll write *r*. Listen for the next sound: /grrraa/. I hear /a/. I know *a* stands for /a/. I’ll write *a* in the third box. Listen for the last sound: /grrraab/. I hear /b/. I know *b* stands for /b/. I’ll write *b* in the last box.”
- The materials share guiding principles related to specific phonics skills. In the Benchmark



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Phonics Training video, Wiley Blevins explains the importance of systematic phonics instruction through the seven foundations. The Scope and Sequence is considered the spine of effective phonics instruction. In the Welcome Letter from Wiley Blevins, the author explains, “instruction needs to move to practice through reading and writing application. Practice is where learning sticks and transfer thrives. Practice is more than isolated drill-type work with a particular skill; it requires application in authentic reading and writing experiences. This is where Benchmark Phonics really shines. It provides teachers with the necessary road map, explicit instruction, and efficient use of instructional time. It provides students with unique tools that maximize learning, with purposeful reading and writing application throughout.”

**Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.**

- The materials guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. The materials consistently use supports such as letter and syllable tiles in the ePocket chart, songs, Elkonin Boxes, picture cards, and counters to support student understanding. For example, in Unit 3, Week 2, Day 2, in the section Write Words, the students use Elkonin boxes and markers to build words. The teacher says, “I know the letter *s* stands for /s/. I’ll write *s*. Listen for the next sound: /ssllll/. I hear /l/. I know that the letter *l* stands for /l/, so I’ll write *l*. Listen for the next sound: /ssllleee/. I hear /e/. I know that the letter *e* stands for /e/, so I’ll write *e*. Listen for the last sound: /ssllleeed/. I hear /d/. I know the letter *d* stands for /d/.” The lessons use Elkonin boxes throughout the units for practice in building words. The materials include phonics songs for students to practice, such as *soft c* and *hard c*, *long i*, and silent letters.
- The materials provide sufficient details for teaching each strategy. For example, the daily lesson plans provide a script that teachers can follow to conduct a lesson on blending. In Unit 8, Week 1, Day 2 instructs the teacher to “Display Elkonin boxes. Watch and listen as I say *hard* slowly: /hård/. As you say each phoneme, move a marker into a box. I know the letter *h* stands for /h/. I’ll write *h*. Listen for the next sound: /här/. I hear /är/. I know that the letters *a* and *r* together stand for /är/, so I’ll write *ar*. Listen for the last sound /hård/. I hear /d/. I know the letter *d* stands for /d/. I’ll write *d* in the last box. Repeat for chart. Have students practice on their workmat.”
- The materials include an explanation or overview of the instructional routines used consistently throughout the program. For example, the teacher guide includes the Routines section of the Launching Unit that explains the regular routine of dictation/spelling, and the lesson plans for dictation include words and sentences based on the phonics objectives using the routine. In Unit 4, Week 1, Day 1, students identify, blend, and spell words with consonant digraphs. In the Spelling-Sound Correspondence activity, the teacher displays the Picture Card for the word *swing*. The teacher says, “This picture shows a *swing*. The ending sound in *swing* is /ng/. The sound /ng/ is spelled with the letters *ng*. Say the sound with me: /ng/. This is the sound at the end of the word *swing*. Listen again to the sound: /ng/.” The teacher continues with *th*, *sh*, and *ng*. In Unit 4, Week 1, Day 1, students continue working on blend and spelling words in the Blend Words activity; the teacher displays the letter cards for the word *this*. The teacher says, “This is the letter *t*. This is the letter *h*. When the letters *t* and *h* are put together, they make a

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new sound, /th/. Listen: /thhh/. This is the letter i. It stands for /i/. This is the letter s. It stands for /sss/. Listen as I blend all three sounds: /thhhiiisss/, *this*. Say the word with me: *this*.”

### Materials include specific guidance for providing students with immediate, corrective feedback.

- Materials include specific guidance for providing students with immediate, corrective feedback. In Unit 4, Week 1, Day 2, after the blend and build activity, there is a blue box that is titled Corrective Feedback: Blending. This box provides the teacher with different feedback types based on the mistake made. For example, the material says, “Point to the missed sound-spelling. (Example: The letter *a* in *sat*.) State the spelling and sound. (Example: The letter *a* makes the /a/ sound.) Have students repeat. (Example: *a*, /a/) Have students go back to the start of the word and blend again. (Example: /sssaaat/).”
- The materials provide guidance on how to provide immediate, corrective feedback. For example, while students practice reading connected text in Unit 7, Week 1, Day 3. The script says, “Invite students to whisper-read ‘From Place to Place.’ Circulate, listen in, and provide corrective feedback. You may wish to have smaller groups of students take turns rereading the text aloud for additional practice.” It also says, “If students have difficulty decoding reading words, then use strategies provided for Small-Group Instruction.”

### Materials provide detailed guidance for connecting previously taught phonics skills to new learning.

- The materials provide detailed guidance for connecting previously taught phonics skills to new learning. In Unit 2, Week 2, Day 4, in Reread the Text, the materials guide the teacher to remind the students that they know the high-frequency words *the*, *and*, *my*, *come*, *little*, *jump*, *here*, and *of*, and they should be able to read those fluently. The teacher reminds the students they have been learning how to decode words with short *u*, and they need to use what they know about the sound to read the words. In Unit 5, Week 2, Day 1, the o\_e spelling pattern is introduced. In Day 2 of the same unit, the teacher says, “Remember that the vowels *o* and final *e* work together to make the *o* say its name.” The teacher provides additional practice reading words with the o\_e pattern.
- The materials do not specifically make reference to previous lessons in the script, but there is evidence for connecting previously taught phonics skills to new learning. In Unit 5, Week 1, Day 1, in the Blend Word activity, students use the spiral review to practice the previously taught skill consonant digraphs. In Unit 5, Week 1, Day 2 in the Blend and Build Word activity, students continue to build and blend words with long *a*. The teacher starts the lesson by saying, “Remember that the vowels *a* and final *e* work together to make the *a* say its name. Let’s blend all the sounds together and read the word: /kaaak/, *cake*.”

### Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

- The materials include clear guidance on the recommended length for each lesson. In Unit 3, Week 3, Day 3, in I Read, the students apply foundational skills and independently read *One Fast Wagon*. The teacher models blending words and reading high-frequency words. The section includes five to seven minutes for this component. In Unit 5, Week 2, Day 4, the teacher models writing the words *mat*, *sat*, *cat*, *bat*, *fun*, *sun*, *bun*, and *pun* on cards and reads them. The

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teacher models sorting words into *-un* and *-at* piles. The students read the words and then work on sorting the words after they write them on cards. The activity suggests three to five minutes to complete.

- The material gives suggested time for each component of the lesson. For example, Phonological Awareness suggests two to three minutes, Spelling-Sound Correspondence two to three minutes, Blend Words two to three minutes, and High-Frequency Words three to four minutes. For the Small-Group and Independent Practice, the suggested time for the entire lesson is 10–15 minutes. The materials do include lessons that include the gradual release of responsibility, but pacing support is not included.

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### Indicator 2.4

Materials include **frequent and distributed** review of phonics skills with **cumulative practice opportunities with decodable text**.

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	M
2	Practice opportunities include only phonics skills that have been explicitly taught.	M
3	Decodable texts incorporate cumulative practice of taught phonics skills.	M

### Meets | Score 4/4

Materials meet the criteria for this indicator. Materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Materials include intentional cumulative review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

**Materials include intentional cumulative review and practice activities throughout the span of the curriculum.**

- The materials include intentional cumulative review and practice activities throughout the span of the curriculum. Lessons use consistent routines to introduce and review phonics skills that include different modalities. For example, during Write Words, the teacher displays Elkonin boxes. The teacher models sounding out a word and moves a marker for each phoneme. The students practice on their workmats. The routine is used throughout the materials as students practice sounding out words and writing the words. The materials include *My Reading and Writing* books for each unit. The activities focus on reviewing and reinforcing the skills in the units.
- The materials include intentional practice and review decoding using previously learned and newly learned phonics skills throughout the year. For example, Unit 5, Week 1, Day 5 includes Spiral Review with the words to dictate and spell *squid, strip, scrub, sprung, clasp, and bland*. The scope and sequence indicates that the skills reviewed include three-letter blends, consonant digraphs, closed syllables, and plural (-es). The directions at the end of the lesson include information for cumulative review that says, “select five or six students to assess using this week’s assessment for accuracy and fluency on students’ phonics skills. Take note of fluency issues and decayed learning. Use your findings to form small groups.” The spiral reviews can be found in each unit and week under Days 1 and 3.

**Practice opportunities include only phonics skills that have been explicitly taught.**

- Students apply the focus skill for the lesson from previous lessons during guided and independent practice. In Unit 2, Week 1, Day 1 in the Blend Words activity, students are

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blending words with short *e*. During this lesson, in the practice part, there is a section called Spiral Review. The spiral review has students blending words with short *o*, *i*, and *a* that were learned in previous lessons. In Unit 5, Week 1, Day 2, students participate in the Spelling activity. Students begin using Elkonin boxes to practice writing words using the phonics skill being taught for the week. In Unit 5, Week 1, Day 3, students participate in the Spelling activity again, reinforcing the phonics skills being learned that week.

- The materials practice opportunities include only phonics skills that have been explicitly taught. For example, In Unit 9, Week 1, Day 4, the teacher script says, “Remind students that they know these high-frequency words: *before*, *done*, *even*. Students should be able to read these words fluently. They have also been learning about decoding words with the vowel /ou/. When they come to a word that has the vowel /ou/, remind them to use what they know about the sound the letters make to read the word. Invite students to whisper-read *Our Town*. Circulate, listen in, and provide corrective feedback. Have partners take turns rereading the text aloud for additional practice.” The connected text includes words with phonics patterns that have all been explicitly taught.

### Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice of taught phonics skills. For example, decodable texts align closely with the scope and sequence of the lessons, connecting previously taught objectives to new ones. The decodable texts contain a controlled set of irregular words that have been explicitly taught. In Unit 8, Week 1, Day 4, students read the *Mark and the Stars*, “Remind students that they have been practicing these high-frequency words: *boy*, *city*, *four*, *great*. Students should be able to read these words fluently. They have also been learning about decoding /är/ words. When they come to a word that has an *a* followed by an *r*, remind them to use what they know about the sound the letters make together to read the word. Invite students to whisper-read *Mark and the Stars*. Circulate, listen in, and provide corrective feedback.”
- The materials include decodable texts incorporating cumulative practice of taught phonics skills. In Unit 3, Week 2, the focus skill is s-blends. The lessons focus on the phonic pattern, and the decodable book *Stop for Socks* provides practice of the taught skill s-blends. In Unit 6, Week 1, the phonic pattern is long *i* (final -e), and the decodable book for the week is *Five Kittens*. The decodable book includes words with long *i* spelling patterns. The decodable book includes words with soft *g*, which is a previously learned skill.

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### Indicator 3.A.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to the **alphabetic principle**.

1	Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding	M
2	Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text	M

### Meets | Score 4/4

Materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.

Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.

Evidence includes but is not limited to:

**Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding.**

- The materials provide a systematic sequence for introducing letter-sound relationships. The scope and sequence indicates that short vowels are taught first and then consonant blends so that students can begin to decode and encode words such as *frog*, *drop*, etc. The order of primary skills in the Scope and Sequence indicates short *a*, *i*, *o*, *e*, and *u* should be taught first, followed by l-blends; r-blends; s-blends; final consonant blends; consonant digraphs, *th*, *sh*, *-ng*, *ch*, *-tch*, *wh*; three-letter blends, long *a* and *o*; hard and soft *c*; long *i*, *e*, *u*; r-controlled vowels; diphthongs; and silent letters. After learning short *u*, the teacher is provided a script to encode sounds to spell a word. For example, in Unit 2, Week 2, Day 2, students turn to a page in *My Reading and Writing* book. The teacher says, “I will say a word. Listen to the sounds in the word. Write the letters for the sounds in the boxes. *Sun*. /sssuuunnn/ *Sun*. /s/ /u/ /n/.”
- The materials systematically introduce letter-sound relationships that allow students to practice blending and building words. In *Launching Benchmark Phonics*, there are routines that address various lessons. In Routine 9, students manipulate the letter cards to build words. The teacher says, “Let’s blend all the sounds together and read the word: /sssaaat/, *sat*. The middle vowel

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sound is /a/. Let's blend these two sounds: /sssaaa/. This is the letter *t*. It stands for the /t/sound. Let's blend all the sounds together: /sssaaat/. The word is *sat*."

- The materials include blending and segmenting strategies to encode and decode words. For example, in Unit 1, Week 1, Day 1, the teacher models how to blend words following the script "This is the letter *s*. It stands for /s/. This is the letter *a*. It stands for /a/. Listen as I blend the two sounds: /sssaaa/. This is the letter *d*. It stands for /d/. Listen as I blend all three sounds: /sssaaad/, *sad*. Say the word with me: *sad*." The teacher repeats the model process with the word *has*. Students then practice with the list of practice words *sat*, *hat*, *ran*, *back*, and *pack*. In Unit 2, Week 2, Day 3, the teacher models how to spell each word as they listen to the sounds they hear. Students write the letter for each sound they hear.

### Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.

- Lessons identify the skills to be taught as indicated in the Scope and Sequence as well as in the Learning Targets of each lesson. For example, in Unit 4, Week 1, Day 1, the script prompts teachers to say, "This picture shows a *swing*. The ending sound in *swing* is /ng/. The sound /ng/ is spelled with the letters *ng*. Say the sound with me: /ng/. This is the sound at the end of the word *swing*. Listen again to the sound: /ng/."
- Materials provide clear, precise instructions and directions for connecting phonemes to letters within words. For example, in Launching Benchmark Phonics, Mini-Lesson 7, the teacher says, "This is a picture of an *inch* on a ruler. The beginning sound in the word *inch* is /i/. The sound /i/ is spelled with the letter *i*. Say the sound with me: /i/. This is the sound at the beginning of the word *inch*." The teacher models using the word *sit*, "This is the letter *s*. It stands for /s/. This is the letter *i*. It stands for /iii/. Listen as I blend the two sounds: /ssiii/. This is the letter *t*. It stands for /t/. Listen as I blend all three sounds: /ssiiit/, *sit*. Say the word with me: *sit*. Students blend the sounds to read each word: *in*, *it*, *fit*, *bit*, *big*, *tip*, *rip*, *lip*, *dip*, *dig*."
- Lessons revisit previously introduced phonemes frequently when students build words using letters that were mastered in previous lessons as well as letters that were recently introduced. Connected texts include simple one-syllable words which use letters mastered in previous lessons as well as recently introduced letters. For example, In Unit 3, Week 1, Day 1, the teacher models r-blends. The teacher says, "Listen carefully as I say three words: *frog*, *front*, *fish*. The words *frog* and *front* both begin with /f/ /r/. The word *fish* begins with /f/ but does not have /r/. It does not belong." In Unit 8, Week 2, Day 1, the teacher models dictating, "Listen carefully as I say three words: *stork*, *corn*, *form*. All three words have a sound in common. They all have /ôr/." The teacher continues to model, and after, the students practice using the list of words. In Unit 3, Week 1, Day 3, the teacher models and students practice. After students have practiced, they work on the spiral review that reviews -l blends.
- A gradual release of responsibility is included in lessons. For example, in Unit 8, Week 1, Day 2, the teacher provides the students with the Letter Cards *a, c, f, h, k, m, p, t*, and *r*. The teacher says the word *cart* and asks the students what letters they need to make the word. The students push forward the letter cards to spell the word. The students correct the word if it is incorrect. The teacher asks the students to change the initial letter to change the word from *cart* to *part* and then the final to change *part* to *park*. The materials guide the teacher to remind the students that *a* and *r* work together to make the /ar/ sound. The students practice the words

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*far, farm, and harm.* The students work with these letters introduced in previous lessons, such as Units 3 and 5.

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.**

- The materials include a variety of activities and materials for applying letter-sound correspondence in instruction and in independent practice. Students use hands-on manipulatives such as letter cards and ePocket charts to build words, identify sounds in words, and manipulate sounds in words. For example, in Unit 6, Week 1, Day 2, the teacher displays Letter Cards for the word *bike* and tells students to blend the phonemes. The teacher reminds students that the vowels *i* and final *e* work together to make the *i* say its name. The teacher models blending all the sounds together and reading the word: /biiik/, *bike*. The teacher changes the *b* to *h* and repeats with *hike*. Students identify missing letters in words presented through labeled pictures and write initial and/or final sounds in the *My Reading and Writing* book during Unit 6, Week 1, Day 3.
- The materials include opportunities for students to decode and encode simple one-syllable words in isolation. For example, in Mini-lesson 14 in the Launching Phonics workshop, students build words using word ladders. The teacher says, “I’ll start with the word *fun*. What Letter Cards do we need to make the word? The word *fun* is spelled f-u-n. Now let’s change one letter in the word *fun* to make a word that names something that you see in the sky. Yes, *sun*. We need to change the first letter in *fun* and replace it with the letter *s*.” Students practice building the words *bun*, *bug*, and *big* independently on the word ladders.
- Decoding in connected texts is included in the materials. For example, in Unit 2, Week 1, Day 3, students read “Little Red.” The material guides the teacher to remind the students that they have also been learning about decoding short *e* words and high-frequency words *said*, *two*, *look*, and *my*. The text includes the sentence, “I see two big ears.”



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### Indicator 3.B.1

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **oral syllable awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.	No
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	No
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	No

### Not Scored

Materials do not provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.

Materials do not provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables. Materials do not include scripted direct (explicit) instruction for teaching oral syllable awareness skills. Materials do not incorporate a variety of activities and resources to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.**

- The materials do not provide a systematic sequence for introducing oral syllable awareness activities. No evidence is located in the lessons for introducing oral syllable awareness activities. In the Scope and Sequence for first grade, students begin working on syllables in Unit 7, adding syllables in compound words and substituting syllables in compound words. In Unit 8, students begin to delete syllables in compound words. In Unit 8, Week 1, Day 3, students delete syllables in compound words.
- The materials do not provide lessons that begin with simple skills and gradually transition to more complex skills such as adding, deleting, and substituting syllables. The materials include lessons focusing on deleting initial and final sounds (phonemes) in words but not for syllables in words. No evidence is located in the lessons for introducing oral syllable awareness activities. The materials do not include lessons for detecting, blending, adding, or deleting syllables within words.

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## English Phonics Program Summary

**Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.**

- The materials do not include scripted direct (explicit) instruction for teaching oral syllable awareness skills. No evidence is located in the lessons that include scripted direct (explicit) instructions. The materials do not include lessons for detecting, blending, adding, or deleting syllables within words. The materials include lessons with scripted direct (explicit) instruction focusing on deleting initial and final sounds (phonemes) in words but not for syllables in words.

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- The materials do not incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). No evidence is located in the Scope and Sequence or in the Pacing Guide for lessons focusing on activities and resources for students to develop, practice, and reinforce oral syllabication skills. The Skills at a Glance section in each unit does not include oral syllabication skills activities and resources.

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## English Phonics Program Summary

### Indicator 3.B.2

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **phonemic awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.	M
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	M
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct (explicit) instruction for teaching phonemic awareness. Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.**

- The materials provide a systematic sequence for introducing phonemic awareness activities that begin with (the smallest unit of sound) and gradually transition to more complex manipulation practices. Lessons cover isolating phonemes in Unit 1 before blending. Lessons also cover adding and deleting phonemes before substituting phonemes. In Unit 2, Week 1, Day 2, the teacher models the word *mess*. The teacher says, “Listen as I say the sounds in a word: /mmm/ /eee/ /sss/. I will blend the sounds together and say the word: /mmmeesss/, *mess*. Let’s say the word: *mess*.” The students practice blending the phonemes in the words *net*, *tell*, *less*, *bed*, and

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yes. The lessons transition to more complex manipulation of phonemes, such as in Unit 5, Week 2, Day 3. The teacher models how to substitute the middle sound in *hop* to make *hope*. The teacher says, “I am going to say the sounds in the word *hop*: /h/ /o/ /p/, *hop*. Now I am going to change the /o/ sound in the middle to /o/. What is the new word? The word is /h/ /o/ /p/, *hope*. Say the sounds with me: /h/ /o/ /p/, *hope*.” The students continue to practice with *not* and *note*.

- In Unit 5, Week 1, students are identifying, blending, and spelling words with *long a*. In Unit 5, Week 1, Day 1, in the Phonological Awareness: Phoneme Categorization activity, the teacher says, “Listen carefully as I say three words: *face*, *take*, *mat*. The words *face* and *take* have the sound /a/ in the middle. The word *mat* has the sound /a/ in the middle. It does not belong.” The teacher continues modeling, “Listen carefully as I say three words: *shade*, *had*, *rake*. The words *shade* and *rake* have the sound /a/ in the middle. The word *had* has /a/ in the middle. It does not belong.” In Unit 5, Week 1, Day 2 in the Phonological Awareness: Phoneme Blending activity, the teacher says, “Listen as I say the sounds in a word: /l/ /a/ /t/. I will blend the sounds together and say the word: /llaaat/, *late*. Let’s say the word: *late*.” In the practice portion of the activity, the teacher says the word sound by sound and has students blend the sounds together and say the word. In Unit 5, Week 1, Day 3, Phonological Awareness: Phoneme Substitution models how to change the middle sound in *cap* to make the word *cape*. The teacher says, “I am going to say a word with three sounds: /k/ /a/ /p/, *cap*. Now I am going to change the /a/ in *cap* to /a/. What is the new word? The new word is /k/ /a/ /p/, *cape*.” The teacher repeats the routine with the practice words, having students supply the new word.

### Materials include scripted direct (explicit) instruction for teaching phonemic awareness.

- The materials include scripted direct (explicit) instruction for teaching phonemic awareness. In Unit 2, Week 2, Day 1, the teacher displays Letter Cards for the word *dug*. The materials include a teacher script with statements for the teacher to use. The teacher says, “This is the letter *d*. It stands for /d/. This is the letter *u*. It stands for /u/. Listen as I blend the two sounds: /duuu/. This is the letter *g*. It stands for /g/. Listen as I blend all three sounds: /duuug/, *dug*. Say the word with me: *dug*.” The lessons cover a continuum of phonemic awareness skills. For example, in Unit 5, Week 3, Day 3, the teacher models how to change the final consonant sound in *rage* to make the word *race*. The lesson includes the teacher script “I am going to say a word with three sounds: /r/ /a/ /j/, *rage*. Now I am going to change the /j/ in *rage* to /s/. What is the new word? The new word is /r/ /a/ /s/, *race*. Say the sounds with me: /r/ /a/ /s/, *race*.” The students continue to practice with *pace/page*, *age/ace*, *force/forge*, *gel/cell*, *cent/gent*.
- The materials support teachers in providing direct (explicit) instruction in phonemic awareness. The materials include explicit instruction on how to clearly articulate phonemes, which is found in Interactive Sound-Spelling Cards and Articulation Videos. For example, the short *u* card says, “Open your mouth a little. Keep your tongue in the middle. Use your voice to make the /ŭ/ sound. Touch your throat to feel the sound.”

### Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

- The materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to

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basic decoding and encoding. In Unit 1, Week 2, Day 1, the teacher displays the Picture Word Card for *inch*. The teacher says, “This picture shows an inch on a ruler. The beginning sound in *inch* is /i/. The sound /i/ is spelled with the letter *i*. Say the sound with me: /i/. This is the sound at the beginning of *inch*. Listen again to the beginning sound /i/.” The materials provide specific and precise terms, phrasing, and statements for the teacher to use during instruction. The materials include lessons with a gradual release of responsibility model in Unit 3, Week 3, Day 2. The teacher displays Elkonin boxes. The teacher says, “Watch and listen as I say *jump* slowly: /juuummp/.” The teacher moves a marker into a box for each phoneme she says. The teacher says, “I know the letter *j* stands for /j/. I’ll write *j*. Listen for the next sound: /juuu/. I hear /u/. I know that the letter *u* stands for /u/, so I’ll write *u*. Listen for the next sound: /juuummp/. I hear /m/. I know that the letter *m* stands for /m/, so I’ll write *m*. Listen for the last sound: /juuummp/. I hear /p/. I know the letter *p* stands for /p/. I’ll write *p* in the last box.” The students practice on their workmats with the words *bumped* and *filled*.

- Materials provide specific and precise terms, phrasing, and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. For example, in Unit 6, Week 2, Day 1, the teacher script says, “The middle sound in *cube* is /u/. In *cube*, the letters *u* and *e* work as a team to make *u* say its name: /u/. The *e* is silent but causes the *u* to change its sound. Listen again to the sound: /u/.” Throughout Unit 6, Week 1, students are identifying, blending, and spelling words with long *e* and long *u*. In Unit 6, Week 1, Day 1 in the Phonological Awareness: Phoneme Categorization activity, the teacher models, “Listen carefully as I say three words: *neat*, *these*, *bike*. The words *neat* and *these* have the /e/ sound in the middle. The word *bike* has the /i/ sound in the middle. It does not belong.” The teacher continues, “Listen carefully as I say three words: *fuse*, *cute*, *shut*. The words *fuse* and *cute* have the /u/ sound in the middle. The word *shut* has the /u/ sound in the middle. It does not belong.” In the practice part of the activity, the teacher asks students to identify the word that does not have a long *u* sound.

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- Materials incorporate a variety of activities and resources for students to develop and practice through cumulative review. Throughout each first-grade week, students have a phonological awareness activity they practice from Day 1 through Day 3. For example, in Unit 5, Week 1, students are identifying, blending, and spelling words with long *a*. In Unit 5, Week 1, Day 1, in the Phonological Awareness: Phoneme Categorization activity, the teacher says, “Listen carefully as I say three words: *face*, *take*, *mat*. The words *face* and *take* have the sound /a/ in the middle. The word *mat* has the sound /a/ in the middle. It does not belong.” The teacher continues modeling, “Listen carefully as I say three words: *shade*, *had*, *rake*. The words *shade* and *rake* have the sound /a/ in the middle. The word *had* has /a/ in the middle. It does not belong.” In Unit 5, Week 1, Day 2 in the Phonological Awareness: Phoneme Blending activity, the teacher says, “Listen as I say the sounds in a word: /l/ /a/ /t/. I will blend the sounds together and say the word: /llaaat/, *late*. Let’s say the word: *late*.” In the practice portion of the activity, the teacher says the word sound by sound and has students blend the sounds together and say the word. In Unit 5, Week 1, Day 3, Phonological Awareness: Phoneme Substitution models how to change the middle sound in *cap* to make the word *cape*. The teacher says, “I am going to say a

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word with three sounds: /k/ /a/ /p/, *cap*. Now I am going to change the /a/ in *cap* to /e/. What is the new word? The new word is /k/ /e/ /p/, *cape*.” The teacher repeats the routine with the practice words, having students supply the new word.

- The materials provide resources, including manipulatives to reinforce students’ phonemic awareness skills, such as Unit 6, Week 1, Day 1. The students identify the same medial sounds in words. “Listen carefully as I say three words: *like*, *nice*, *fit*. The words *like* and *nice* have the long i/i/ in the middle. The word *fit* has the short i/i/ in the middle. It does not belong.” The students use Letter Cards and work on blending and building words in Unit 4, Week 2, Day 2, small-group work. The teacher provides the students with Letter Cards *c*, *h*, *p*, *n*, *t*, *m*, *a*, *o*, and *i*. The teacher says the word *chop* and the students push forward the letter cards to spell the word. The teacher asks the students to change the letter *o* to *i* and change the word from *chop* to *chip*. The students then change the letter *p* to *n* to change the word from *chip* to *chin*. The students continue to practice with *match/patch/pitch*.

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### Indicator 3.C.1

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.**

- The materials provide a systematic sequence for introducing grade-level sound-spelling patterns as outlined in the TEKS. In grade 1, the scope and sequence guides the learner through all of the spelling patterns according to the TEKS. The lesson objective progresses from less to more complex for grade 1. The scope and sequence list the primary phonics skills that are introduced each week, as well as spiral skills that are a review of previously covered material. For example, instruction begins by reviewing the short vowels in Unit 1. Instruction for digraphs starts in Units 2 and 3 with *l, r, s* blends, followed by digraphs in Unit 4.
- The product support section of the materials includes a document showing the correlation of the curriculum lessons with the TEKS for first grade.

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**Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.**

- The materials include specific and precise terms the teacher can use during instruction but the objective is not within the script. The learning targets are presented at the beginning of the week for each unit and include decoding regularly spelled one-syllable words, printing uppercase and lowercase letters legibly, and isolating and producing sounds by categorizing single-syllable words.
- The materials include specific and precise terms the teacher can use during instruction. For example, in Unit 3, Week 1, Day 1, the teacher introduces the Picture Word Card: *drum*. The teacher says, “This is a picture of a *drum*. The beginning sounds are /d/ and /r/. The sounds /d/ and /r/ are spelled with the letters *d, r*. Say the sounds with me: /drrr/. These are the sounds at the beginning of the word *drum*. The letters *dr* together are called a consonant blend. Consonant blends make two sounds. Listen again to the sounds: /drrr/.” The teacher then shows students the r-blend Frieze Card, and students say each picture. The teacher explains that each name begins with an r-blend. An r-blend is another consonant plus /r/. A quick one-minute Spiral Review is done on this same day through the new poem “In the neighborhood.” Students circle and say words in the poem that begin with an /-blend. The teacher asks the students to locate and underline the end punctuation of each sentence.
- The lesson sequence follows a gradual release of responsibility model. In Unit 7, Week 2, day 1, the teacher displays the word card *feet*, “These are *feet*. The middle sound in the word *feet* is /e/. One way to spell/e/ is with two e’s together. Say the sound with me: /e/. This is the sound we hear in the middle of the word *feet*. Listen again: /e/.” The teacher displays the sound-spelling card for long e. The teacher reads aloud the action rhyme, and the students are encouraged to chime in. The teacher pulls the Frieze cards with a picture of a *peach, sheep, field, and me*. The teacher points out that the long e sound can be spelled *e, ea, ee, or ie*. The students write the words from the picture cards and circle the letters that make the long e sound for each word. Students practice using the following words: *meat, weed, eat, each, sweet, and mean*. Students practice on Day 3 using the Elkonin boxes followed by a spiral review of long o words: *bow, low, glow, goat, moat, float, and hold*.
- In Unit 6, Week 1, Day 2, in the section Blend and Build Words, the teacher displays the Letter Cards for the word *bike*. The teacher blends the phonemes and says, “Remember that the vowels *i* and final *e* work together to make the *i* say its name. Let’s blend all the sounds together and read the word: /biiik/, *bike*.” The teacher changes the *b* to *h* to make the word *hike* and continues to practice with the word *spike*. After modeling with the word *spike*, the teacher provides the students with Letter Cards; the teacher says /l/ /i/ /f/ and guides the students to add or change letters to make new words. The students continue to practice with *like, lime, side, slice, lice, mice, mile, and smile*.

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- The materials include a variety of activities to develop, practice, and reinforce that reinforce students’ knowledge of sound-spelling patterns. The first-grade program introduces r-blends and digraphs. The interactive learning games and student decodable reader text allow students to practice continuously. For example, In Unit 4, Week 1, Day 2, the teacher guides students



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through a reading of the decodable text “The King’s Wish.” The teacher models how to blend decodable words and read high-frequency words that students struggle with.

- A variety of resources and activities are used to reinforce learning, including letter cards and Elkonin Boxes. For example, In Unit 4, Week 1, Day 1, the teacher displays the Letter Cards for the word *shop*. The teacher uses an Elkonin box or workmat. The teacher says, “Find the letters *s* and *h*. What sound do *s* and *h* make when put together? /sh/. Push *sh* into the first box. (In Elkonin boxes, digraphs appear in one box.) Now find *o*. What sound does *o* make? /o/. Push the *o* next to the digraph *sh*. Blend the sounds: /shhooo/. Now find *p*. Push *p* into the box. Blend the sounds to read the word: /shhhoop/. One more time: /shhhoop/. Say the word with me: *shop*.”
- In Unit 5, Week 1, Day 1, the teacher models blending words using the letter cards. In Unit 2, Week 3, Day 3, I Write activity, students use *My Reading and Writing* books to help make connections to previously learned skills. In Unit 8, Week 1, Day 3, in the Write Words activity, the teacher models how to spell each word by listening to the sound and writing what they hear, so students do the same.

**Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).**

- The materials provide a variety of activities and resources to decode and encode words in isolation and in decodable connected text. The materials include sound spelling cards with TEKS-aligned specific spelling patterns. The workmats allow students to manipulate various patterns to make words. There are decodable readers along with the Phonics and High-Frequency Word Activity Book. For example, in Unit 2, Week 2, Day 2, the students read *Come Here Friend*. The students whisper-read the story while the teacher circulates and provides support if needed. The teacher models blending decodable words and high-frequency words.
- In Unit 3, Week 3, Day 1, the teacher uses both the Picture Card and the Frieze Card to introduce consonant blends at the end of words. On the same unit, week, and day in the Blend Words activity, the teacher models blending words with ending consonant blends and then follows by letting students practice using words from the practice list.
- In Unit 5, Week 3, Day 2, students build words with soft *c* and *g* sounds using Workmats and Letter Cards *r, c, l, f, b, p, g, w, e,* and *a*. The teacher says a word, and the students push forward the letters to spell the word. In Unit 9, Week 1, Day 2, in Spelling/Dictation, the teacher displays Elkonin boxes. The teacher says the word *down* slowly. The teacher moves a marker for each phoneme. The teacher says, “I know the letter *d* can stand for /d/. I’ll write the letter *d*. Listen for the next sound: /dou/. I know the letters *o* and *w* stand for /ou/, so I’ll write *ow*. Listen for the last sound: /dounnn/. I hear /n/. I know the letter *n* stands for /n/. I’ll write *n* in the third box.” The students practice on their workmats with the word shout. The students continue additional practice in the *My Reading and Writing* book. The teacher says the words, and the students write the letters in the boxes.

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## English Phonics Program Summary

### Indicator 3.C.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing **regular and irregular high-frequency words**.

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	M
2	Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.

Materials provide a systematic sequence for introducing regular and irregular high-frequency words. Materials provide direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

#### Materials provide a systematic sequence for introducing regular and irregular high-frequency words.

- The materials provide a sequence for introducing regular and irregular high-frequency words. Students learn over 100 high-frequency words in the program that are from the Dolch Basic Sight Vocabulary, Fry 100, and American Heritage Top 150 Words in English. The high-frequency words are introduced a few words at a time. According to the Scope and Sequence, high-frequency words are first introduced in Unit 1, Week 1, Day 1. Throughout Unit 1, the high-frequency words are *the, see, go, she and, play, little, you, with, for no, jump, one, and have. Are, said, two, look, my, come, here, to, of, what, put, want, this, and saw* are introduced throughout Unit 2. The Skills at a Glance highlight the high-frequency words in each unit.
- The introductory lesson plans of the launching units address decodable and non-decodable parts of high-frequency words. Routine 5 explains the use and importance of best practices in relation to high-frequency words but does not include a routine or any information on decoding any part of the words. The teacher introduces high-frequency words using the routine Say, Spell, Read, Write. The teacher says the word, spells the word, reads the word with the students, and writes the word while spelling it, and then the students use the word in an oral sentence.

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## English Phonics Program Summary

**Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.**

- The materials provide scripted instruction within the units for teaching students how to decode regular and irregular high-frequency words. The Product Supports Section includes videos that explicitly explain how to teach the students how to decode regular and irregular words through the read, spell, write, and extend routine. The materials provide a routine that is scripted for the teacher to address the decodable and non-decodable parts of the high-frequency words. Within the lessons, the teacher is instructed to point to the word and invite the students to say it aloud. Students review the high-frequency words on the last day of the unit. In Unit 6, Week 2, Day 5, the teacher places *house*, *long*, *off*, and *small* in the ePocket chart. The students read and spell each word as a group. The students use each word in a sentence. Students build each word with Letter Cards. The activity ends with students writing each word on their paper.
- The materials provide scripted direct (explicit) instruction for encoding regular and irregular high-frequency words. Routine 5 of the Launching Unit includes a procedure for teaching high-frequency words. It is noted that “Spelling and dictation sentences are carefully constructed to include words with new and previously taught phonics elements and high-frequency words to check for signs of decayed learning. The procedure presented includes tasks for the teacher to do: Introduce, Model, Practice, Share and Reflect.”
- The lessons employ a gradual release of responsibility with each set of high-frequency words introduced. The teacher introduces high-frequency words using the Say, Spell, Read, Write routine. The teacher says the word and points to it. The teacher spells the word as she points to each letter. The teacher asks the students to read and spell the word. The students write the word as they spell it aloud. The teacher then releases the students to use each word in an oral sentence. The partners take turns using each word in an oral sentence. The students practice with the words *once*, *upon*, *hurt*, and *that*. The students follow the same Say, Spell, Read, Write routine for each of the practice words.

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). The materials include high-frequency word cards that the students can use when writing a sentence with the word in their journals. Students practice spelling the word through the interactive word builder. There is a word-builder activity for each unit and week. Students build the words through practice and dictation. They read the word, write the word, and use it in a sentence. In the connected text section of Unit 7, Week 3, Day 2, the students read blackline master (BLM) 6, which includes the high-frequency words *country* and *again*. The teacher reviews the high-frequency words. The students use the words in an oral sentence. The students circle the high-frequency words in the text in BLM 6. Day 5 of the unit includes activities that cumulatively reinforce learning for high-frequency words. Students read and spell each word as a group. Then they have students use each word in a sentence.
- The activities and resources support students’ development of high-frequency word knowledge with constant repetition and review. The High-Frequency Word cards are used throughout the

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## English Phonics Program Summary

lessons to practice decoding the words. Interactive learning games such as Wordbuilder for Unit 7, Week 2, and High-Frequency Word videos further reinforce students' development of high-frequency word knowledge. Students watch and sing along to practice the words from the week, such as *two* and *said*. In the game, students spell the words in an interactive platform.

- The materials include activities and resources that cumulatively reinforce decoding of high-frequency words. For example, in Unit 1, Week 1, Day 1, the teacher introduces the words *the*, *see*, *go*, *she*, and *and*. The teacher follows the Say, Spell, Read, Write routine of displaying the High-Frequency Word card saying the word and having students repeat it. In the next step in the routine, the teacher spells the word. Next, the teacher has students read the word and spell the word. Last, the teacher directs students to write the word as they spell it aloud. In Unit 1, Week 1, Day 4, in the Reread *Pals Help: Decode* activity, the teacher reminds students they know high-frequency words *the*, *she*, *go*, and *and*, and they should be able to read these words fluently. The students whisper read *Pals Help* as the teacher provides corrective feedback as needed.

**Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).**

- The materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation. The materials include high-frequency word cards. The students use the cards in lessons to practice reading the words, review the words, and build sentences with the words. In Unit 6, Week 1, Day 3, the teacher displays the high-frequency words *after*, *call*, *large*, and *her*. The students read and spell each word. The teacher dictates each word without showing it. The students close their eyes, picture the word and write it. The teacher displays the word, and the students self-correct their writing. For example, in Unit 5, Week 1, Day 3, in the High-Frequency Word activity, the teacher displays each word using the High-Frequency Word card. The students read and spell each word together, dictate each word without showing it, close their eyes, and picture the word as they write it. The teacher then displays the word and corrects their writing.
- The materials include a variety of activities and resources for recognizing, reading, and spelling high-frequency words in connected text. For example, In Unit 3, Week 2, Day 4, the materials provide resources for reading high-frequency words in connected text. During the Read the Text portion of the lesson, students read *Stop for Socks*, a connected text for students to practice decoding words and reading high-frequency words.
- In Unit 8, Week 2, Day 4, in the Read the Text: Decode activity, the teacher conducts a guided or choral read with students of the decodable reader *Search for Food*. The teacher models how to read high-frequency words.

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## English Phonics Program Summary

### Indicator 3.C.3

Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of **syllabication** to decode and encode one-syllable or multisyllabic words.

1	Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.**

- The materials provide a systematic sequence for introducing grade-level syllable types as outlined in the TEKS. For example, the scope and sequence for introducing grade-level syllable types as outlined in the TEKS begins in Units 1 and 2 with students reading and spelling closed syllable words. Then, in Units 5 and 6, open syllables are introduced as well as VCE syllables. Units 8 and 9 focus on r-controlled syllables followed by vowel teams.
- The lessons progress from simple to more complex division types going from short vowel sounds in the syllable to VCe. In Unit 6, Week 1, students begin identifying, blending, and spelling words with VCe syllables. In Unit 7, Week 3, students begin learning open syllables with endings *-ight*, -

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## English Phonics Program Summary

*ice*, and *-ile*. In Unit 8, Week 3, students learn r-controlled syllables *-ern* and *-urn*.

**Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.**

- The materials provide scripted direct (explicit) instruction applying knowledge of syllable types and syllable division principles to decode one-syllable or multisyllabic words. In Unit 4, Week 2, Day 2, the teacher displays the Letter Card for the word *chip*. The teacher blends the phonemes and changes the word to *ship* and then *whip*. The materials guide the teacher to explain that each word is a single syllable and there is just one vowel sound. The teacher says, “These syllables are ‘closed syllables’ because the final consonant *p* keeps the vowel /i/ short. We will learn more about syllables in this lesson.” The lessons include specific and precise terms, phrasing, and statements that teachers should use during core instruction. In Unit 5, Week 1, Day 1, the teacher displays the Picture Word Card for *skate*. The teacher says, “This is a picture of a *skate*. The vowel sound is /a/. In *skate*, the letters *a* and *e* work as a team to make *a* say its name: /a/. The *e* is silent but causes the *a* to change its sound. Say the sound with me: /a/. This is the vowel sound in the middle of *skate*. Listen again to the vowel sound: /a/.”
- The materials provide teachers with important points that should be made about syllable types. Unit 4, Week 1, Day 1 says, “Discuss closed syllables. A syllable is a word or word part with one vowel sound. A closed syllable ends in a consonant and usually has a short vowel sound.” It goes on to say, “Explain that *bathtub* is a two-syllable word, and both syllables are closed. Both end in consonants with short vowel sounds. Point out *little* and *window* in the poem. Display the words and draw lines to separate the syllables. Ask students to determine which syllables are closed and why. Guide students to circle words in the poem with consonant digraphs *ch*, *tch*, and *wh* (*chirped*, *cheep*, *watched*, *branch*, *when*). Challenge them to tell if syllables are closed.”
- The materials provide teachers with important points to emphasize about encoding words by applying knowledge of syllable division principles (i.e., dividing words into manageable parts to assist in decoding and encoding). For example, in Unit 7, Week 3, Day 4, the materials guide the teacher to point out and display the words *alive* and *clever* from the poem, “Have students divide the words into syllables and identify the open and closed syllables (the open syllables is *a* in *alive*, and *cle* in *clever*). Reiterate that although many open syllables have long vowel sounds, it isn’t always the case. Sometimes, because they are not the accented syllable, the open syllable ends up being a schwa. Have students find the two-syllable words in the poem. Then students should divide the words and identify open and closed syllables (*be/gun*, *near/ly*, *hard/ly*).”

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- Students have multiple opportunities to practice previously learned syllable patterns during each lesson. For example, in Unit 8, Week 1, Day 2, students practice and review r-controlled vowels in spelling dictation using the Elkonin boxes and spelling word sort in the small-group practice. The materials also engage students in a spelling speed sort where they work in pairs and write the words on cards: *corn*, *born*, *core*, *more*, *chore*, *boar*, and *roar*.
- The materials incorporate a variety of activities for students to develop foundational skills through cumulative review. In Unit 8, Week 2, Day 2, the lesson focuses on schwa. The teacher

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says, “Every syllable can have one vowel sound. When a word has two syllables, the vowel sound in one syllable is usually the strongest. In these cases, the other vowel can make an approximate sound like /uh/ or /eh/. This sound is called schwa. A schwa sounds similar to other vowel sounds but is not quite the same sound. The schwa sound can be made by any vowel and can come at any place in a word.” The students repeat the pronunciation of words and hold their hands under their chin to feel the difference. The students practice with other words.

- Materials incorporate a variety of activities and resources for students to practice vocabulary (through cumulative review). Decoding is embedded throughout the materials for students to practice syllabication skills. In Unit 4, Week 2, Day 1 provides an opportunity for students to practice words in context in the *My Reading and Writing* book, where teachers “have students find the word *bath*. Underline the *th* digraph and circle the *a*. Explain that the word ends in a consonant and has a short vowel sound, so it is a closed syllable. Add *tub* to the end of *bath*. Draw a slash between the *h* and *t*. Circle the *u*. Underline the *b*.”

**Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).**

- The materials provide activities and resources for students to practice syllable types and division patterns that were previously taught as well as those recently introduced. For example, the Elkonin boxes allow students to practice multisyllabic words in isolation by moving the letters to the boxes, and the interactive e-games allow students to identify the correct r-controlled vowel words *stir*, *germ*, *first*, *perk*, and *turn* by popping the words when they appear on the screen.
- Students use a variety of activities and resources to practice decoding multisyllabic words in isolation and in decodable text that builds on prior instruction. For example, students use the decodable reader *Mark and the Stars*. The ebook directs them to read the story and find the r-controlled vowels within the story. Students look for the following words *barn*, *far*, *car*, *dark*, and *farm* in the story.
- The materials provide practice opportunities for encoding one-syllable or multisyllabic words. In Unit 6, Week 1, Day 4, the students apply what they learned about decoding words with long *i* (final *-e*) and write sentences about what happened in the story. The teacher encourages students to use words with long *i* and connect previously learned skills.

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## English Phonics Program Summary

### Indicator 3.C.4

Materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing **morphological awareness**.

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	M
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	M
3	Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
5	Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide direct (explicit) instruction for supporting the recognition of common morphemes. Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials incorporate activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.**

- The materials provide a systematic sequence for introducing grade-level morphemes. The grade 1 program begins with less complex lessons and progresses to more complex lessons, as outlined in the TEKS. The lessons on morphemes build upon prior learning. The lessons are taught in a logical order with at least one lesson in most of the units. Students begin learning inflectional ending *-s* in Unit 2. In Units 3 and 4, students learn how to add suffixes *-ed* and *-ing* without changing the spelling and the inflectional ending *-ing* is introduced. Unit 9 addresses comparative inflectional endings.



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## English Phonics Program Summary

- The lessons on morphemes build upon prior learning. For example, students begin learning inflectional endings in Unit 2, Week 2, Day 3. The teacher models how to isolate and pronounce sounds, in short, *u* words. The teacher says, “Listen carefully as I say the sounds in the word *bugs*: /b/ /u/ /g/ /z/. The word *bugs* has four sounds. Say the sounds with me: /b/ /u/ /g/ /z/, *bugs*.” Students repeat the routine with the words from the practice list *us*, *bus*, *dug*, *rug*, *rugs*, and *tubs*. In Unit 3, Week 3, Day 2, the teacher introduces inflectional ending *-ed*. In Unit 4, Week 1, Day 2 introduces the inflectional ending *-ing*. By Unit 9, Week 1, Day 2 students are introduced to suffixes *-er* and *-est*. In the Scope and Sequence, it lists inflectional ending *-s* is taught first, followed by *-ed* and *-ing*. This is aligned with the TEKS using the Correlation to TEKS resource.

### Materials provide direct (explicit) instruction for supporting recognition of common morphemes.

- The program includes direct, explicit instruction on specific morphemes. In Unit 3, Week 3, Day 2, the teacher displays the Letter Cards for the word *bend*. The teacher blends the word, then changes the *b* to *l* and models the word *land*. The teacher then adds *-ed* to the word *land* and says the new word *landed*. The teacher asks the students to listen to the differences in the words. The teacher points out the *-ed* at the of a verb means the action took place in the past. The teacher continues to practice with *bank*, *bunk*, *junk*, *junked*, *bunked*; *lumped*, *limped*, *limp*, *wimp*; *wind*, *went*, *sent*, *dent*, *lent*, *bent*, *bend*, *blend*; and *blast*, *blasted*.
- The scope and sequence list that Unit 7, Week 2, Day 2 introduces the prefixes *un-* and *re-*. The teacher writes *reheat* and *unload*. The teacher says, “The word parts *un-* and *re-* are called prefixes. We add prefixes to the beginning of words to change their meaning. When the prefix *re-* is added to the beginning of a word, it means ‘to do again.’ So the word *reheat* means ‘to heat again.’ When the prefix *un-* is added to the beginning of a word, it means the opposite of or not. So *unload* either means ‘the opposite of load’ or ‘to not load.’ In this case, it means the opposite of load, or to take out.”
- The materials include a full gradual release of responsibility (I do, we do, you do). In grade 1 throughout Unit 8, Week 2, the focus lesson is on compound words. The teacher says, “A compound word is made up of two or more smaller words, like *bookshelf*. You can often use the meanings of the two smaller words to figure out the meaning of the compound word. A *bookshelf* is a shelf for books.” The teacher displays the words *birdhouse* and *seashell* and draws a line to divide each word into its two smaller words. The teacher says the words *nighttime*, *stargazers*, and *everywhere* and guides students to divide each word into its two parts, define the parts, and figure out the meaning of the compound word.

### Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.

- The materials provide clear, direct lessons on morphemes with scripted language that emphasize word meaning. For example, in Unit 6, Week 2, Day 2, the teacher says, “We know that *-ing* can be added to the end of a verb to show action that is happening right now. We know that *-ed* can be added to the end of a verb to show action that happened in the past. This is true of most verbs. However, sometimes, we have to adjust the spelling of the verb before we can add the ending.” The teacher displays the word *race*, crosses off the *e*, and adds *-ing*, “When adding *-ed* or *-ing* to a word that ends in *e*, like *race*, drop the *e* before adding the ending.”

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## English Phonics Program Summary

- Materials provide direct instruction for using the meanings of morphemes. In Unit 3, Week 3, Day 2, in the Blend and Build Words activity, the teacher models blending words using Letter Cards. The teacher says, “Let’s blend all the sounds together and read the word: /beennnd/, *bend*.” The teacher changes *e* to *a* and repeats with the word *band*. The teacher says, “Let’s blend all the sounds together and read the new word: /baannnd/, *band*.” The teacher changes *b* to *l* and repeats. “Let’s blend all the sounds together and read the word: /lllaannnd/, *land*.” The teacher adds *-ed* to the end of *land*. The teacher tells students to pay attention to hear what is different as she reads the word *landed*. The teacher points out that *-ed* is at the end of *landed* and explains that *-ed* at the end of a verb means the action took place in the past. The teacher says, “Let’s blend the sounds and read the word: *landed*.” The students practice with the words from the words list *bank, bunk, junk; limped, lumped, bumped; went, sent, dent; listed, lasted, and fasted*.
- The materials provide opportunities for students to engage in multiple reading and writing activities that focus on the application of base words and affixes. For example, In Unit 4, Week 1, Day 3, the teacher displays a sentence with a word with *-ing*. The teacher underlines *-ing*. The teacher provides a list of nouns and verbs, and the students write sentences to show that the action is happening right now. In Unit 5, Week 3, the teacher discusses contractions. The teacher says, “A contraction is a combination of two or more words. Contractions make our speaking and writing sound more natural. We have learned about contractions with apostrophes *s, ll,* and *re*. Now, we are going to learn about contractions with the word *not*.” The teacher displays word pairs and guides the students to create contractions. The students use a poem and practice rewriting the phrase “we would *not* have books and things,” using a contraction.

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- Materials incorporate a variety of activities and resources for students to develop morphological awareness skills. In Unit 3, Week 2, Day 2, the teacher introduces contractions to students. The teacher says, “We learned that an abbreviation is a shorter way of writing a word. Another way we can shorten words is by using contractions. We make a contraction when we put together two words and make one word. When we put the two words together, we take out some of the letters and replace those letters with an apostrophe. Let’s read the sentence: ‘I will keep Earth clean.’ The words *I will* can be put together and become the contraction *I’ll*. When we write the contraction *I’ll*, we take out the *w* and *l* from *will* and put the two words together with an apostrophe. Let’s look at some more contractions.” The teacher displays contractions and reads the word. The students use the contractions in sentences.
- The materials provide activities and resources to cumulatively reinforce skills. In Unit 6, Day 5, the material provides a review. The teacher says, “when adding the inflectional endings *-ed* or *-ing* to a verb that ends in the letter *e*, like *hope*, you drop the final *e* before adding the *-ed* or *-ing* ending. Display the word *hope*. Cross off the *e* and add *-ed*. Repeat with *-ing*. Provide the following list of words: *bake, like, use, joke*. Have students drop the final *e* and add the *-ed* and *-ing* endings to the verbs. Have partners discuss other verbs they know that also end in the letter *e*. Have them write one of the words. Then they should practice dropping the final *e* and adding the *-ed* and *-ing* endings.”

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## English Phonics Program Summary

Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- The materials provide activities for students to decode morphemes in isolation. The majority of the lessons call for the student to practice building these words by writing them on paper. There are a few lessons where students use the word list for building new words. In Unit 9, Week 2, Day 5, the teacher provides the following adjectives for students *quick, soft, slow, proud, short, free, nice, fine, thin, and thick*. Students add the ending *-ly*. The teacher reminds the students to pay close attention to needed spelling changes. Students use the words in a sentence.
- The materials provide a variety of activities and resources that involve decoding morphemes in connected text. For example, The lessons instruct students to read connected text that contains compound words. Although direct directions do not include compound words, following phonemic awareness lessons about compound words, students practice reading them in the text found in the *My Reading and Writing* book. For instance, in Unit 7, Week 1, Day 1, “Students turn to page x in *My Reading and Writing*. Guide students through a reading of *From Place to Place*. Read the title. Have students whisper-read the text as you circulate and listen in.” One compound word included is “*rowboats*.” In Unit 10, Week 3, Day 1, students use cards to practice combining base words and suffixes and then explaining the meaning of the word. The word list includes *greed, greedy, sleep, and sleepy*.
- The materials include activities and resources for students to encode words with morphemes in decodable connected text. For example, in Unit 8, Week 3, Day 2, in the Read Interactive Text, students read *The Contest*. As they read, they are decoding words with comparative and superlative suffixes in context. When completed, the teacher guides students in a choral reading of the text. Students circle all the comparative words ending in *-er* or *-est* and answer questions with a partner.

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## English Phonics Program Summary

### Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level phonics skills to read **decodable connected texts** with accuracy and automaticity.

1	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.	M
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).	M
3	Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. Materials provide practice activities for word reading fluency in a variety of settings. Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

**Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.**

- The materials include explicit modeling and practice with word lists. For example, in Unit 3, Week 3, Day 1, the teacher displays the Picture Word Card for *hand*. The teacher tells the students that the final sounds in the word are /n/ and /d/. The students say the sounds. The teacher says, “You have already learned about consonant blends, like *sl* and *cr*, at the beginning of words. Consonant blends can also occur at the end of words.” The students practice blending the words *stamp*, *end*, *jump*, *lend*, *drink*, *nest*, and *went*. The students then practice. On Day 2, the students whisper read *One Fast Wagon*. The text focuses on final blends *st*, *mp*, and *nd*.
- The materials include guided practice with word lists. For example, In Unit 5, Week 1, Day 2, in the Spelling/Dictation activity, the teacher models how to encode the long *a* words *take* and *made*. The teacher says, “Watch and listen as I say take slowly: /taaak/. I know the letter *t* stands for /t/. I’ll write *t*. Listen for the next sound: /taa/. I hear /a/. I know that the letter *a* paired with final *-e* stands for the sound /a/, so I’ll write *a*. Listen for the last sound: /taaak/. I hear /k/. I know the letter *k* usually stands for /k/ at the end of words. I’ll write *k* in the third box. Then I complete the word by adding the final silent *-e*. There is no marker for final *-e* because it does not make its own sound.” The students practice words *came* and *plate*.
- The materials include independent practice with word lists and decodable texts. For example, in lesson Unit 7, Week 1, Day 3, the students read connected text from *Place to Place* and blend

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decodable words. Students then reread the text with a partner during independent work time. During small-group time, students read and reread *From Place to Place* in the *My Reading and Writing book* or *How We Go* in the *Decodable Lap Book* with a partner to develop fluency. These two resources are revisited throughout the unit for students to read independently and in small groups. The *My Reading and Writing book* and *Decodable Lap Books* are used to provide students with opportunities to improve fluency and automaticity.

**Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).**

- The materials guide teachers to provide practice with word reading fluency in small groups. For example, in Unit 3, Week 3, Day 4, the teacher reminds students they know these high-frequency words *who, could, by, them, was, there, then, and our*. The teacher reminds students that they have been learning about decoding words with final consonant blends and for them to use what they know about the sound the letter makes to read the word. Students whisper-read *Grant's Coat* as the teacher listens and provides corrective feedback. In Unit 6, Week 2, Day 3, the teacher conducts a second reading of *Steve's House*, having partners read to each other while the teacher monitors. For additional practice, the teacher may use the accountable text *A Hat For Pete*.
- The materials provide partner practice with word reading fluency in the materials. For example, in Unit 1, Week 3, Day 2, students reread the text *Let's Plant Seeds* with a partner. The student's partner must sign to confirm reading. In Unit 9, Week 3, Day 2 in the I Read *Jack's Jobs* after students read the text and connect phonics to comprehension in the Independent Reading section, students work with partners to reread *Jack's Jobs*. Partners should sign to confirm reading.
- Independent practice opportunities with word lists, decodable phrases/sentences, and decodable texts are included in the materials. For example, in Unit 9, Week 3, Day 2, while the teacher is working with small groups, students read all of their high-frequency word sentences. In Unit 5, Week 1, Day 3, students draw a picture of a robot they would like to have in connection with *Make a Robot*, then students read *At the Lake*.

**Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.**

- The materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence. Every unit has decodable readers for each week that are connected to the skills being learned. For example, in Unit 1, Week 1, Day 2, using *Five Tadpoles* from *My Reading and Writing book*, the teacher says, "Many letters can stand for more than one sound. When we hear /z/ we know that the letter z stands for the sound. But, the letter s can also stand for /z/, especially at the ends of words."
- In Unit 5 there are three primary skills taught—long *a*, long *o*, soft *c*, *g*. The accountable text found in *My Reading and Writing* student books includes practice on all of these skills as well as spiraled skills from previous units. The Decodables focus on current learning. The words were chosen in a controlled fashion to ensure decoding practice on what skills students were taught.

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### Indicator 4.1

Materials include developmentally appropriate **diagnostic tools** (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

1	Materials include a variety of diagnostic tools that are developmentally appropriate.	M
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	M
3	Materials include data-management tools for tracking individual and whole-class student progress.	M

### Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

Materials include a variety of diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for the accurate administration of diagnostic tools. Materials include data-management tools for tracking individual and whole-class student progress.

Evidence includes but is not limited to:

#### Materials include a variety of diagnostic tools that are developmentally appropriate.

- The materials include a variety of diagnostic tools that are developmentally appropriate for measuring phonological awareness and phonics skills. The *Assessment and Screener Handbook* provides assessments for phonological and phonemic awareness, a phonics survey, and progress monitoring assessments.
- The diagnostic tools included in the materials reflect the continuum of phonological awareness skills as explained in the Kindergarten TEKS. The skill sets are organized along a continuum of phonological awareness skill development. In the schedule for grade 1, students are asked to recognize rhyme, produce rhyme, isolate phonemes, blend onset and rime, blend syllables, segment phonemes, substitute and distinguish initial sounds, distinguish syllables, blend phonemes, substitute final sounds, substitute medial sounds, and add phonemes.
- The materials include a variety of diagnostic tools that are developmentally appropriate. In the Benchmark Phonics and Word Study Workshop portion of the online library under Resources, there is a tab for assessments. The *Assessment and Screener Handbook* provides assessments for phonological and phonemic awareness, a phonics survey, and Progress monitoring assessments. The material gives phonological awareness assessments that are broken down into assessment schedules, assessments, and using assessment results. The diagnostic tools reflect the continuum of phonological awareness and phonics skills as explained in TEKS 2Av— demonstrate phonological awareness by blending spoken phonemes to form one-syllable words and by vii—demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and final consonant blends. For phonics, the directions for the Comprehensive Phonics survey say, “This

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assessment consists of 50 nonsense words to confirm students' decoding skills. Some students do well on real-word tests of phonics due to their wide sight-word knowledge, yet struggle when applying those same decoding skills to new words. The nonsense word test accounts for this and assesses true decoding application. Administer this assessment as a follow-up to the real-word tests (cumulative phonics assessments), especially for students who do okay on these assessments, but seem to struggle decoding while reading."

- The teachers have access to assessments for kindergarten to second grade so testing for students can be adjusted depending on the students' levels. The assessments include testing for beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY). The materials include a 100 Word High-Frequency Screener that examines students' mastery of 100 of the most frequent words in printed English including irregular spelling words.

### Materials provide clear, consistent directions for accurate administration of diagnostic tools.

- The materials include detailed information that supports teachers' understanding of the diagnostic tools provided in the curriculum and the scoring procedures. A schedule is included for the Phonological Awareness Assessments with details about grade 1 for the BOY, MOY, and EOY tests. There is space for observational notes under each subtest.
- Materials provide clear, consistent directions for accurate administration of diagnostic tools. The Phonological Awareness Assessment includes directions for the teacher. The directions include, "Say the sentence. Have the student repeat the sentence and tell you the number of words." In the High-Frequency Word screener, the directions for the teacher include, "Say the word. Have the student repeat the word and clap the number of syllables." In the High-Frequency Word 100-Word Screener, the directions are, "Have the student put a finger on the first word on the student sheet and then read across the line, saying the words as quickly as possible. Count as incorrect any word the student misses or hesitates on before reading." The Comprehensive Phonics Assessment Survey consists of 50 nonsense words to confirm students' decoding skills. The teacher has the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, send for smend). Record the number correct and note the speed in the boxes on the Comprehensive Phonics Survey: Individual Scoring Sheet.

### Materials include data-management tools for tracking individual and whole-class student progress.

- The materials include a Comprehensive Phonics Survey recording sheet for students' performance on each individual subtest reading nonsense words such as short vowels, long vowels, and word study. The Letter Sound Assessment includes Recording Forms for each student with pre- and post-test speed and accuracy.
- In the *Assessment Screener Handbook* in the Teacher Resources, each assessment activity provides a recording sheet that compares the students' pretest to post-test. Under the Phonological Awareness tab, it provides a student record form and a class record form to compare students' BOY, MOY, and EOY data. The assessments provide the next steps to take to adjust instruction based on results.

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## Indicator 4.2

Materials include integrated **progress monitoring** tools, with specific guidance on frequency of use.

1	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.	M
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	M

## Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include integrated progress monitoring tools, with specific guidance on the frequency of use.

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills. Materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

**Materials include progress monitoring tools that systematically and accurately measure student's acquisition of grade-level skills.**

- The materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills such as Phonological Awareness, Print Concepts, Quick Check, Letter Name Assessment, Letter Sound Assessment, and Handwriting Assessment.
- In the Phonological Awareness Assessment, the checks include Initial Sound Substitution and Final Sound Substitution which are first-grade TEKS. The checks include a recording area for BOY, MOY, and EOY progress. In Unit 1, Week 3, Day 5, in the Reread for Fluency section, the materials guide the teacher to note students' speed, accuracy, and intonation and provide feedback. The materials guide the teacher to make this note on Day 5 of the Units.
- Progress monitoring tools reflect multiple, accurate methods for assessing students. To ensure accuracy in the assessment of children, the assessments are evidence-based and aligned with the TEKS. Each unit includes a Cumulative Assessment that is administered at the end of the unit. For example, the Unit 7 Assessment includes spelling and Dictation for words that include encoding skills with words such as *float*, *grow*, and *shown*. The routines are repeated in each unit so that students are familiar with them. Word Fluency Student Cards are also included for each week that monitor if students have mastered the decoding skills of the week. Unit 10 words include words with silent letters such as *knit* and *wrap*. Student Recording Sheets are included for each unit to track student progress for accuracy and automaticity.

**Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.**

- The materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. In the Assessment section, the materials include



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Phonological Awareness Assessment Schedules. The schedule suggests administering First Grade assessments three times a year—BOY, MOY, EOY. The materials include a Quick Phonics Assessment with Quick Spelling Assessment with directions to administer the tests across a full school year (fall, winter, and spring). In Unit 3, Week 1, Day 5, in Cumulative Assessment, the materials guide the teacher to select five to six students to assess using this week’s assessment for accuracy and fluency in students’ phonics skills. The materials guide the teacher to repeat the assessment on Day 5 of both Week 2 and Week 3 of the same Unit 3. The materials include a Comprehensive Phonics Survey with directions to administer the assessment to each student three times a year—beginning, middle, and end.

- The materials provide options for progress monitoring in the *Assessment Screener and Handbook*. The materials state “Additional assessments are provided as needed to further explore each student’s instructional needs. These include a Print Concepts Quick Check, Letter Name Assessment, Letter Sound Assessment, and Handwriting Assessment.” The following guidance is provided for the Handwriting Assessment, “Administer this assessment three times a year—beginning, middle, and end. Letter formation is best assessed by reviewing a student’s writing. Collect three samples of the student’s work. Evaluate the letter formation and circle on the chart below letters for which students form inconsistently or incorrectly. Mark both uppercase and lowercase letters. Next Steps: Use the results to form small-group handwriting lessons. Model how to write each letter and provide opportunities for students to trace the letter and then practice writing it on paper. Remind students to say the letter’s sound when writing the letter. Finally, have students copy and write 5–7 words containing the letter.”

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### Indicator 4.3

Materials include guidance for teachers to **analyze and respond to data** from diagnostic tools.

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	M
3	Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.	M

### Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform the response to individual students' strengths and needs. Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a variety of resources that align with data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

**Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.**

- The materials support teachers' analysis of diagnostic data to inform the response to individual students' strengths and needs. The materials include a Quick Phonics Assessment with Quick Spelling Assessment. The assessment includes information on Interpreting QPA Results. The teacher guide includes examples to help teachers interpret the QPA results. The materials guide the teacher in deciding when to proceed to another subtest and when to stop. The assessment includes three different forms of scoring sheets. The scoring sheets for each individual student include a section for scoring each task such as letter names, beginning and ending consonant digraphs, and letter sounds.
- In the *Assessment and Screener Handbook* after the teacher administers the test, there is a guide that explains how to use results to adjust instruction. For example, the guide says, "Use the intervention resources to reteach specific skills. Focus on the power skills of oral blending and oral segmentation mostly closely connected to early reading and writing development. Students at this level also need to develop proficiency in manipulating sounds, such as adding, deleting, and substituting sounds."
- The *Comprehensive Phonics Survey* includes an individual scoring sheet for each student. The directions include steps on conducting the assessment and then steps on responding based on the results. Step 3 includes directions on Adding Repeated Reading Routine to Weekly Independent and Small-Group Work in response to student results. It says, "Repeated Readings is one of the most research-proven ways to build a student's fluency. Create a repeated reading routine for students to follow during independent work time. You can also incorporate this

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routine into your small-group work. For example, each lesson can begin with a quick repeated reading of a previously read book or story while you circulate and listen in. Use key decodable readers and other critical weekly texts for these rereadings.” Step 4 includes information for Fluency Intervention. It includes ideas for the teacher to use such as Echo Read.

**Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.**

- The diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. The Quick Phonics Assessment with Quick Spelling Assessment includes a guide on Interpreting QPA Results. The guide includes examples designed to help teachers interpret the results. The examples guide teachers with planning instruction based on the students’ performance in each skill set. Each unit includes a Unit Assessment at the end. The materials include a section on How to Use the Information with guidance for the teachers to help them plan instruction, spiral review, and small groups.
- The *Assessment and Screener Handbook* has information pages about using the tools. For example, the Phonological Awareness Assessment Next Steps outlines for the teacher how to adjust instruction based on the assessment. In grade 1, it states, “Based on your phonological awareness assessment results, adjust pacing as some students might have difficulties maintaining the pace of skills introduced during the Tier 1 instruction. These students need more time on task and instruction delivered in small groups or one-on-one. Use the intervention resources to reteach specific skills. Focus on the power skills of oral blending and oral segmentation mostly closely connected to early reading and writing development. Students at this level also need to develop proficiency in manipulating sounds, such as adding, deleting, and substituting sounds. Add movements, such as tapping sounds and using tokens and Elkonin (Sound) boxes to help students physically mark sounds. For manipulation tasks, use letter cards to introduce and model the task as these concrete and visual supports often help students understand how to perform these tasks orally.”

**Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.**

- Materials support teachers’ analysis of diagnostic data to inform the response to individual students’ strengths and needs. In the *Assessment and Screener Handbook*, after the teacher administers the test, there is a guide that explains how to use results to adjust instruction. Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, the program provides an I Write section for the teacher to use with students who need more support. Unit 8, Week 1, Day 3, says, “Provide students with extra support for the I Write activity. Point out the Vocabulary Bank...Review the words and help students select the words that they might use in their writing. Provide sentence frames as needed: *The stars \_\_\_*. *At times the moon looks \_\_\_*. *At times the moon looks \_\_\_*.”
- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, the program provides direct instruction of phonics concepts followed by spiral reviews. Small-group lessons are also provided for the teacher to help students who are struggling with a concept or that need more support. Student workbooks called *My Reading and Writing* books as well as *Phonic and High-Frequency Words Activity Books*

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reinforce decoding and encoding skills, as well as online interactive learning games, provide practice and reinforcement for students. The ePocket chart provides more practice as well.

- Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data. In the *Assessment and Screener Handbook*, after the teacher administers the test, there is a guide that explains how to use results and different activities to use with students based on their results. For example, the guide says, “Students at this level also need to develop proficiency manipulating sounds, such as adding, deleting, and substituting sounds. Add movements, such as tapping sounds and using tokens and Elkonin (Sound) boxes to help students physically mark sounds. For manipulation tasks, use letter cards to introduce and model the task as these concrete and visual supports often help students understand how to perform these tasks orally.”

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## English Phonics Program Summary

### Indicator 5.1

Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.	M
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.	M
3	Materials provide enrichment activities for all levels of learners.	M

### Meets | Score 2/2

The materials partially meet the criteria for this indicator. Materials include some guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. Materials provide some instruction to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. Guidance is general and does not relate to targeted skills. Materials provide enrichment activities for all levels of learners.

Evidence includes but is not limited to:

**Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.**

- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. In Unit 2, Week 3, Day 3, the students read “What Is It? Riddles” The students whisper read and the teacher circulates. The teacher models how to blend decodable words and read high-frequency words that students struggle with. In Unit 5, Week 1, Day 2, the teacher introduces *cake*, *wake*, and *wade*. The teacher uses Letter Cards for the word *cake* and models blending the phonemes. The teacher models the word *wake*. In Check to See, the materials guide the teacher to use strategies provided for Small-Group Instruction if the students have difficulty blending words.
- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. The unit overview materials include research-based guidance that supports teachers in understanding developmental continuums across foundational phonics skills. On the page titled, *Effective Phonics and Word Study Solutions for Every Classroom*, a stair-step graphic is presented with the continuum of foundational skills per grade level which includes: Purposeful Scope and Sequence—Research-based, moving students in a systematic progression of skills with spiral review to avoid decayed learning. Explicit Instruction with Meaningful Practice—Effective, providing students with the skills to apply learning to real reading and writing experiences. Built-In Differentiation Instruction that supports a wide range of learners for efficient use of instructional time.
- Materials provide additional lessons for targeted instruction that include differentiated

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## English Phonics Program Summary

instructional approaches. For example, materials contain additional lessons for small-group instruction that is based on students' areas of need. Each day of the lessons includes a whole-group lesson and a small-group lesson. In Unit 7, Week 2, Day 2, the small-group lesson indicates that the teacher should, "Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson." The small-group lesson includes directions for blending and building word cards, a spelling word sort, and independent practice/partner work.

**Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.**

- Materials provide targeted instruction and activities to accelerate learning In Unit 4, Week 1, Day 1 in the Blend Words activity. Students are identifying, blending, and spelling words with consonant digraphs. In the practice portion of the activity, there are challenge words listed that cover the comparative inflectional ending *-er* that has not been taught yet.
- The Additional Resources section of each Teacher's Resource System includes targeted instruction and activities to accelerate learning for students who are above level. The "Above-Level Student Supports for Phonics" provides detailed guidance for providing acceleration and enrichment as well as a 30-week plan with targeted instruction for students who have achieved grade-level mastery for each week. Also found in the Additional Resource section of each Teacher's Resource System is "Differentiated Phonological Awareness Routines." The routines in this bank can be used during whole- and small-group instruction to provide additional practice for students who need extra support, and to provide extensions for advanced students.

**Materials provide enrichment activities for all levels of learners.**

- The materials provide enrichment activities for all levels of learners. The materials include Interactive Learning Games to help students apply their phonics knowledge and provide practice. The games are engaging and provide the students with feedback during the game. The materials include ePocket Charts for various spelling patterns. The students use the ePocket Charts to practice the focus skill of the week and apply their knowledge. The ePocket Charts include pictures and word parts to build words.
- The material includes interactive learning games to engage students in extra practice learning phonics skills. These activities are to be used by all levels of learners. There are multiple games for students to provide students with extra practice such as Balloon Pop, Sorting, Word Builder, and Matching. In the Matching Game for consonant digraphs, students have to match the words with the same consonant digraph. As students flip the cards, the game reads the word to the students. The online material also includes Phonics Songs to go with different phonics skills as well as High-Frequency Word videos.

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## English Phonics Program Summary

### Indicator 5.2

Materials include a variety of **instructional methods** that appeal to a variety of learning interests and needs.

1	Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.	M
2	Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).	M

### Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of instructional methods that appeal to a variety of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

Evidence includes but is not limited to:

**Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.**

- The materials include a variety of appropriate instructional approaches to engage students in mastery of the content. The materials include Letter and Phonic Songs to support the phonic patterns in the lessons. The videos are engaging and appropriate for first graders. The materials include Word Study books for each unit. The books include short stories and activities such as Interactive Texts and Build Automaticity pages. The students practice the skill of the week in the activities.
- Throughout all of the units, the material provides many developmentally appropriate instructional approaches. For example in Unit 2, Week 1, Day 1 in the Introduce and Read the poem activity, the teacher displays “Look in a Book!” from the Interactive Big Book. The teacher tells students to listen as they read the poem aloud. The teacher reminds students to visualize or make pictures in their minds to help them understand. After the teacher reads the poem, they have students tell a partner something they visualized. At the end of the lesson, the teacher has students complete the Spiral Review part of the lesson. The material directs students to find and circle words with *short i* and locate the high-frequency words *you, for, and see*.

**Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).**

- The materials support a variety of instructional settings. The material has each week of every unit broken down by days. Each day’s lesson is either listed as a whole group or small group. In the lesson in Unit 1, Week 2, Day 2, the students participate in a shared reading of *A Cub Grows*. The students practice writing words and using Elkonin Boxes. The students then work

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independently and reread the text and work with a partner to complete the Partner Work checklist in the *My Reading and Writing* book. In Unit 5, Week 1, Day 2, in Small Group, the teacher writes the words *clap, name, brake, game, slant, take, quack, shame, scrap, shake, frame, fake, and flag* on cards. The students work in pairs to write and sort the words with *long a (final -e)*.

- In Unit 2, Week 2, Day 1 Whole Group in the Share and Reflect activity, the material guides teachers to have students work with a partner to tell them words with *short e*. Then they have students think of a body part with *short e*. The Independent and Partner Work are sectioned together. Materials tell teachers, “While you are meeting with small groups, have students complete the following independently or with partners. Draw a picture of the characters from *Big Bus Gets Stuck* doing various actions from the story. Then, describe the picture to a partner. Then have students write a caption for their picture.”



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## English Phonics Program Summary

### Indicator 5.3

Materials include supports for **Emergent Bilinguals** to meet grade-level learning expectations.

1	Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).	M
2	Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.	M

### Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include supports for Emergent Bilinguals to meet grade-level learning expectations.

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials do encourage strategic use of students' first language as a means of linguistic, affective, cognitive, and academic development in English.

Evidence includes but is not limited to:

**Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).**

- Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS. In Unit 3, Week 1, Day 5 in the Integrated English Language Development (ELD), the material provides tips on how to help students who need different levels of support. In light support, the material guides teachers to Display "Bag and Grab It!" and have a volunteer read the title. The teacher asks, "What are these people doing?" The teacher reviews that they are bagging the trash, or putting it in bags. The material guides the teacher to ask students to say the four places the people are bagging trash. The teacher then writes the words *park*, *beach*, *river*, and *road/bridge*. The material then guides the teachers to read the text and ask volunteers to read the words for the locations. They have student partners take turns reading the two repeating lines. In the moderate support, the material guides the teacher to display "Bag and Grab It!" and have students read the title chorally. The teacher then reviews the meaning of the four location words: *park*, *beach*, *river*, and *road/bridge*. After, the material guides the teacher to read the text and have student pairs take turns reading the first line of each page: *We go to the \_\_\_\_*. Then they have volunteers take turns reading the repeating lines: *We can clean up. Bag and grab it!* In the substantial support, the material prompts teachers to display "Bag and Grab It!" They point to each word in the title and have students help sound them out. They remind students of *short a* and *i* sounds. Then the teacher writes and says *park*, *beach*, *river*, and *road/bridge* and has students repeat the words and identify the pictures that match each one. Then they help them locate each of the four words in the text. The material then prompts the teacher to read the

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whole text again, pausing for students to read the four words they located and to join in on the repeating phrase *Bag and grab it!*

- Materials include linguistic accommodations commensurate with various levels of English language proficiency as defined by the ELPS. Unit 10, Week 3, Day 3 includes a box labeled Integrated ELD that explains light support, moderate support, and substantial support for English Language learners. The light support includes the teacher using a sentence stem for the students to complete after reading *Light and Shadow*. Moderate support directs the teacher to use a frame and encourages students to describe changes. The substantial support section directs the teacher to discuss specific lines with students.

**Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.**

- Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. The material includes multiple Supporting English Language sections throughout the week for teachers to use with their students. In Unit 5, Week 1, Day 5, in the Support English Language, there are three levels of support: Light Support, Moderate Support, and Substantial Support offered to students who need it. Each level of support offers more support than the previous.

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## English Phonics Program Summary

### Indicator 6.1

Materials provide guidance on fostering **connections between home and school.**

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.	Yes

### Not Scored

Materials provide guidance on fostering connections between home and school.

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.

Evidence includes but is not limited to:

**Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.**

- The materials inform families about the program and provide suggestions for how they can help support student progress and achievement. A parent letter is included in the Resources section online under Home-School. The letter contains a program overview and interactive text information. It lets parents know that these interactive texts will be coming home with students. It informs parents that the texts contain ways to extend student learning at home. The materials include a section Distance-Learning that includes a review for each unit online. The *My Reading and Writing* books are sent home at the end of every unit. The last pages of the interactive book include a calendar with activities to complete at home along with a review of skills for that unit.
- The materials provide ways to inform families about program objectives and suggest ways parents can help their student's progress and achievement. The Reading Log that students have access to explains, "The next time your mom, dad, guardian, or teacher asks, 'Did you do your homework?' You can say, 'Yes!' The My Reading Log is all about your completed reading assignments. You can use the My Reading Log page anytime you, a family member, or a teacher wants to know about your completed assignments. Check it often so you know which assignments you've done for each teacher and by date. You can also write book reviews, submit to your teacher for approval, read what you wrote about a book, and print."
- The materials include information about how families can support student progress and achievement. For example, the materials include two different letters to provide support. An e-letter provides online access to the platform and strategies and options for choosing e-books. There is a general welcome letter that explains the concepts of the program. The materials contain a *Take-Home Activity Calendar* at the end of each unit in the *My Reading and Writing*

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book where families can find suggestions for families to complete at home in order to support their student's learning. For example, In Unit 8, the calendar has activities to support student learning with a verb review. Students circle the verbs in *The Moon's*, *North Wind's Cookie* text.

**Materials provide specific strategies and activities for families to use at home to support students' learning and development.**

- The materials provide specific strategies and activities for families to use at home to support students' learning and development. In the Resources section online, there is a letter to parents. The letter provides tips to help students at home. The letter provides parents with unit information and explains the use of the interactive texts. The last pages of the interactive book include a calendar with activities to complete at home along with a review of skills for that unit. The decodable books have a print option. The Help section includes a Parent or Guardian Letter. The letter introduces the online resource classroom section of Benchmark Universe. Although the material is included in Benchmark Universe, there is no evidence located for teacher guidance for sending home letter cards, fluency cards, or any other practice material.
- The materials include information about specific strategies and activities for families to use at home to support students' learning and development. In Unit 9, there are nine choices of activities for families to conduct. One is called Search the Text where families, "Review the words with *oo* in *Jack's Jobs* with your child. Then have your child name more words with *oo*, such as *soon*, *took*, *roof*."

**Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.**

- There is no evidence of teacher directions for sharing or sending home student progress information; however, the materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress. E-assessments are assigned and administered throughout the year. There are teacher directions for printing the individual, class, or summary reports in the Help section. The Assessments section for each unit includes Phonological Awareness Quick Checks and Assessments. The scoring sheets show student performance in various skills. In the unit drop-down menus, there are Unit Assessments in the Additional Resources section. The Unit Assessments assess various skills such as word fluency and spelling.
- The resources help teachers communicate with families in an ongoing manner regarding student progress. In the Frequently Asked Question section of the System Help, the information indicates that "Several Benchmark eAssessment reports can be printed as a PDF and shared with parents to demonstrate student standards and test score performance on a single test or multiple tests."

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### Indicator 6.2

Materials incorporate **technology** into the lessons to **enhance student learning**.

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	Yes
3	Digital materials enhance student learning and are not distracting or chaotic.	Yes

### Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

#### Digital materials are accessible and compatible with multiple operating systems and devices.

- The materials include information on the operating systems that can be found on the main page when logging in and clicking on system checks in the upper right-hand corner. In the materials Menu drop-down Help section, there is a section labeled Getting Started where the Benchmark Universe System Check and Requirements are listed.
- The Benchmark Universe digital materials are accessible and compatible with multiple operating systems and devices. Information on System Check, Whitelist, Cookie Settings, and Javascript is included in the materials. The section lists Windows, macOS, Chrome OS, iOS, iPadOS, and Android as compatible with the program and lists the system requirements for each device. The section includes information on the bandwidth required for Benchmark Universe. The materials are not downloadable and accessible without internet access.
- With a subscription, teachers can access the Teacher Resource System to view and access teacher resources. In the PD training: Curriculum Resource in the Training the video says, “There are multiple resources available in print and digitally through the Learning Portal.” It goes on to list Decodable e-Readers, student books, the digital learning portal that includes learning games and videos, and also an ePocket Chart to build words.

#### Digital materials support and enhance virtual and in-person instruction.

- There are several materials for supporting and enhancing virtual and in-person learning included in the resource section. Students can complete tasks electronically in the *My Reading and Writing* book online as well.
- The materials support and enhance virtual and in-person learning. Tech Talks are found on the dashboard under Benchmark Universe. The topics guide teachers on using the digital tools for the teacher and students. The materials include a letter of instruction for parents that provide clear instructions on how to log in and guides the parent through the platform, exploring and

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accessing e-books by clicking on My Library. The parent letter is available in six different languages. Videos targeting specific questions such as, how do I create assignments, how to get information about e-assessment reporting, and what accessibility supports are available for online resources.

- An E-Planner is available for teachers to use. Teachers can assign decodable books and the students can annotate class reading notes online along with book audio. Teachers have access to Implementation Training and Benchmark Universe How-To-Videos in the PD Training: Curriculum Resources section of the teacher library.

### **Digital materials enhance student learning and are not distracting or chaotic.**

- The digital materials enhance student learning without being distracting or chaotic. The materials include an appropriate use of white space making it easy to read and comprehend. For example in the word builder activity, the main objective and purpose are clear. Images and graphics are age appropriate and not distracting. Students are able to click on the word to hear it and drag a letter to spell a word.
- The ePocket charts include words, letters, and word parts with a consistent and readable font. The words are easily manipulated on the screen. The image bank includes age-appropriate pictures that are easy to identify. The videos include colorful and engaging images with the lyrics included for the students to support visual learning. The videos include racial representation with characters. The white space around the materials makes it easy to read and comprehend. The video titles are clear, and it is easy to identify the topic of each video. The text is highlighted in the decodable book while it is read. The books have the option for auto-reading and the audio speed is adjustable. The students highlight words in the text and the words are read.