

Benchmark Education Grade 2

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 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.

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.

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- 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 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. For example, Unit 1 in grade 2 starts with short vowels and one-syllable words and moves to long vowel teams. The skills progress over time, and by Unit 10, the skills include inflectional endings and more complex vowel teams.
- 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. For example, in Unit 1, Week 2, Day 1, it lists the TEKS 2.2A(iii) for Phonological Awareness: blending and segmenting multisyllabic words by syllable. It lists the TEKS 2.2B (iii) for Phonics: decode and encode words with open and closed syllables.
- 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. The pacing guide in Unit 5 includes VCe and consonant syllable activities for Day 1. Day 6 focuses on the vowel team syllable /oi/, and Day 11 on vowel team syllable type /ou/. The TEK aligned with the activities is 2Aiv.

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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 as denoted on the scope and sequence only.
- In the grade 2 teacher manual, there is an overview of the phonics skills learned in kindergarten and grade 1. The lesson plans at the beginning and end of each year review and build upon the previous year's lessons. For example, in grade 1, Unit 10 ends *long e*, which is then taught again and spiraled in Unit 2 of grade 2. Each week of each unit has a spiral review that revisits previously taught skills. In Unit 2, Week 1, Days 1–5, *long o* is introduced, and then it is reviewed in Unit 2, Week 2, Day 2.

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 lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts. For example, grade 2 lesson objectives begin with a review of skills taught in grade 1 and then use those skills to begin decoding and encoding multisyllabic words. Lessons begin with simpler multisyllabic words, such as compound words and multisyllabic words with closed syllables (reviewed from grade 1), and then quickly progress to more complex multisyllabic words, including those with inflectional endings and varied syllable types (e.g., one syllable is open and one syllable is VCe).
- In grade two Unit 2, Week 2, Day 1, the materials guide the teacher to introduce *long e*. The teacher displays the *long e* Sound-Spelling Card. The teacher says, "This is a picture of a *leaf*. The vowel sound in *leaf* is /e/. The /e/ sound is spelled many ways: *ee, ea, e, e_e, y, ey, ie*. In the word *leaf*, /e/ is spelled with *ea*." The teacher provides additional practice with words with *long e*. On Day 2, the students sort words with *long e* spellings *ee, ea, e, e_y, y, ey, and ie*. On Day 3, the students read *Bee and Daisy* and point out *long e* spellings in the story like *Bee, Daisy, she, each, here, and field*. The materials move from the introduction of sounds to sorting and reading (decoding) words with *long e*.
- In Unit 6, Week 3, Day 1, the teacher introduces the vowel teams *aw, au, al (w) a*, and /o/ using the Sound-Spelling Card. On Day 2, the students read the Interactive Text *Rumpelstiltskin* and circle the words with the vowel teams *al, au, and aw*. On Day 4, the material guides the teacher to "explain that when a vowel team such as *al, aw, and au* appears in a long word, the vowel team remains in the syllable." The teacher models using the word *jawbone*. The teacher points to the word parts and models blending the syllables. The students practice building additional words using Letter Cards. The students move to reading multisyllabic words on Day 4.

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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 modeling skills, including how to introduce a skill and explain the skill to students. For example, the (I do) piece includes a teacher script for modeling Blending and Building Words. The teacher is directed to “Write the words on index cards. Have students use the word cards to build compound words (*bathtub, bedroom, bathroom*). Ask students to use each word in a sentence and discuss how they figured out its meaning.” The (We do) piece includes directions to read interactive text. The directions say, “Model how to blend decodable words and read high-frequency words that students need support with. Then prompt students to reread the sentence from the beginning.” The lesson includes detailed guidance for teachers on how students can practice and apply new skills through independent practice. The (You do) piece provides information for students to apply foundational skills and practice reading during Independent Practice in the Small-Group lesson. While the teacher is meeting with small groups, instructions tell the students to “reread “The Wright Brothers Take Off!” to a partner. Time each other using this week’s Build Automaticity activity and record their first words-correct-per-minute score.”
- In Unit 4, Week 1, Day 1, the teacher introduces r-controlled vowels *or, oar, ore*. The teacher displays the Sound-Spelling Card. The materials include a script for the teacher in the I Do section. The teacher says, “This is a picture of *corn*. The middle sound in *corn* is /ôr/. The /ôr/ sound can be spelled several ways: *or, oar, ore*. In the word *corn*, /ôr/ is spelled with *or*.” The teacher provides an example for each spelling of /or/. The materials include sample words in bold text like *roar, horn, and more* for the teacher for each spelling of /or/. The students are

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gradually released to independent practice. The teacher says the words *fort*, *soar*, and *score*. The students listen for the /or/ sounds and write the words on paper or on a workmat. The students underline the r-controlled vowel spelling.

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

- Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. Students participate in the lesson for Transition to Multisyllabic Words in the Teacher Resource System in Unit 2, Week 1, Day 1. The material provides helpful suggestions in the lesson. For example, “Point out that the multisyllabic words are compound words made up of two smaller words. Guide students to understand that they can often use the meaning of the smaller words to help them figure out the meaning of the compound word.” In Unit 7, Week 2, Day 2, in the High-Frequency Words, there are suggestions in the lesson. For example, “Point out the *long e* spelling *y* at the end of the two-syllable words *body* and *story*.” Another suggestion is “Point out words with the same spelling pattern as *around* (*round, sound, found*) and *light* (*right, night, fight*).”
- In Unit 2, Week 2, Day 1, the teacher models the word *glad*. The teacher says the sounds /g//l//a//d/. The students repeat and blend the sounds. The students repeat and segment the word into the sounds they hear. The materials guide the teacher to “Tap each sound as you say it.”

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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

The 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 on 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 8, Week 1, Day 1 in the Blend and Build activity, students are practicing irregular plural nouns. The teacher displays the letter cards for the word *goose*. The teacher says, “Listen as I blend the sounds in this word together: /g/ /oo/ /s/, /goos/, *goose*. Say the word with me: *goose*.” The teacher models with geese replacing *oo* with *ee*. The teacher says, “I can replace the letters *oo* in *goose* with *ee* to make the irregular plural noun *geese*. Listen as I blend the new word: /g/ /ee/ /s/, /gees/, *geese*. Say the word with me: *geese*. The word *geese* means more than one *goose*.”
- The materials share guiding principles related to specific phonics skills. In the Benchmark Phonics Training video, Wiley Blevins explains the importance of systematic phonics instruction

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through the seven foundations. The Scope and Sequence is considered the spine of effective phonics instruction. The materials share guiding principles related to specific skills. In the Welcome Letter from Wiley Blevins, the author explains that “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 5, Week 3, Day 1, the students blend and build words, such as *pound*, *cloud*, and *found*, using the ePocket chart and watch and sing the “Diphthong /ou/ sound” song found in the Phonics and Letter Songs.
- The materials provide sufficient details for teaching each strategy. In Unit 7, Week 1, Day 1, students blend and spell compound words. In the Introduce Compound Words activity, the teacher displays the words *book* and *shelf* written on index cards. 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, such as *book* and *shelf*, to figure out the meaning of the compound word.” The teacher continues with the word *birdhouse*. In Unit 7, Week 1, Day 1 in the Blend and Build Words, the teacher begins by displaying the letter cards for the word *seashell*. The teacher says, “With most compound words, the two smaller words give a clue to the word’s meaning. The word *seashell* is made up of the words *sea* and *shell*. A *seashell* is a *shell* found in or near the sea or another large body of water.” The teacher continues modeling with the word *newspaper*.
- The materials include an explanation or overview of the instructional routines used consistently throughout the program. In Unit 2, Week 1, Day 1, in the Spelling-Sound Correspondences, the teacher introduces the Long o with a Sound Spelling Card. The teacher says, “This is a picture of a *boat*. The vowel sound in *boat* is /o/. /o/ is spelled many ways: *oa*, *o*, *oe*, *ow*, *o_e*. In the word *boat*, /o/ is spelled with *oa*.” The Sound Spelling Card routine is used throughout the materials to introduce sounds. In Unit 5, Week 1, Day 1, in High-Frequency Words, the teacher introduces the high-frequency words for the week using the Say, Spell, Read, Write routine. The routine is used throughout the material to introduce high-frequency words usually on Day 1 of each unit.

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/

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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 called “A New Kind of Pop,” in Unit 9, Week 2, Day 2, the script says, “Have students independently whisper-read “A New Kind of Pop!” Circulate and listen to their readings. Provide corrective feedback. For students having difficulty reading independently, have them read with a more-skilled partner.”

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 3, Week 2, Day 1, the teacher displays the Sound-Spelling Card for r-controlled vowel syllables. The teacher reminds students that the vowels must always stay together with the *r* in one syllable because they make one sound. In Unit 4, Week 1, Day 1 in High-Frequency Words, for spiral review, the teacher combines the week and the previous week’s High-Frequency Word Cards. The teacher displays the cards one at a time, and the students chorally say each word.
- 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 2, Week 2, Day 2 in the Blend and Build Word activity, in the practice part, students use the spiral review to practice the previously taught skill of blending and building words with *long o*.

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 1, Week 1, Day 5, the students read *Meet Ranger Diaz* independently to help build fluency. The teacher provides support. The students previously read *Meet Ranger Diaz* during the lesson on Day 3 of the same unit. The materials suggest providing five minutes for the students to read. In Unit 4, Week 2, Day 2, the teacher displays the high-frequency words *always, any, blue, buy, city, draw, four, great, how, and live*. The students read the words. The teacher discusses homophones *by/buy*. The high-frequency words are introduced on Day 1 of the same unit. The teacher works with the students pointing out vowel teams. The activity suggests three to five minutes.
- The material gives suggested time for each component of the lesson. For example, the Spelling-Sound Correspondence activity suggests one to two minutes, Blend and Build Words two to three minutes, Transition to Multisyllabic Words two to three minutes, Spelling Patterns Quick Check five minutes, and High-Frequency Words three to five 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

The 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.

- Lessons use consistent routines to introduce and review phonics skills. For example, Unit 6, Week 2, Day 5 includes Spiral Review with the words to dictate and spell, including *blue, pound, town, pointed, and joyful*. The scope and sequence indicates that the skills reviewed include /oo/ vowel team syllable patterns (*oo, ui, ew, ue, u, ou, oe, u_e*). 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.”
- Materials include intentional cumulative review and practice activities throughout the span of the curriculum. The materials include intentional practice and review decoding using previously learned and newly learned phonics skills throughout the year. The materials include Build Automaticity pages for the phonic pattern of the lessons in each unit. The Build Automaticity list includes one-syllable and multisyllabic words that follow the phonic pattern for additional student practice. The students practice reading with a partner and underline various spelling patterns in the words. The materials for Day 5 consist of units that review the routine for multisyllabic words. The teacher writes a word with a spelling pattern of the week. The teacher asks the students to identify the pattern. The teacher makes the one-syllable word a two-syllable word and models how to read the multisyllabic word.

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

- The materials practice opportunities include only phonics skills that have been explicitly taught. The Pacing Guide for Unit 3 lists *r*-controlled syllable /ar/ as the focus of Week 2. In Unit 3, Week 2, Day 3, the teacher provides word clues for spelling words with *r*-controlled syllable /ar/ like *farm*, *car*, *smart*, and *large*. The students write the word that goes with each clue. Unit 5, Week 1 lists the student objectives as blend and spell words with VCe and consonant *-le* syllables. In Unit 5, Week 1, Day 4, the teacher explains that when a word ends in *-le*, the consonant before it plus the *-le* form the last syllable. The teacher models with consonant *-le* words such as *turtle*, *sizzle*, *needle*, and *maple*.
- Students apply the focus skill for the lesson from previous lessons during guided and independent practice. For example, In Unit 7, Week 2, Day 4, the teacher script says, “Read the title “Sacagawea” aloud. Point out the words *exploring* and *stopped* in the first paragraph, and discuss the spelling change made when the inflectional ending was added. Have the students whisper-read the text as you circulate and listen in.” In Unit 8, Week 1, Day 2 in the Blend and Build Words activity, students are building and blending words with irregular plural nouns. After the students have completed the main focus phonics skill, students practice previously learned skills in the Spiral Review portion of the activity.

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. In Unit 3, Week 1, Day 2, the lessons include words that contain *long u*, “Guide students through a reading of Interactive Text ‘Rules and Laws’ to focus on *long u* spellings in one-syllable words. Read the title. Have the students whisper-read the text as you circulate and listen in.”
- The materials include decodable texts incorporating cumulative practice of taught phonics skills. In Unit 3, Week 1, the phonic skill is vowel teams *long u*. The lessons focus on *long u* vowel teams, and Unit 3, Week 1, Day 2 includes an interactive text, “Rules and Laws,” that focus on *long u* spellings in words. In Unit 4, Week 2, the skill for the week is *r*-controlled vowels /ir/ (*ear*, *eer*, *ere*). The lessons for the week focus on the phonics skill, and in Unit 4, Week 2, Day 2, the teacher guides the students in a reading of *The Shoemaker and the Elves*. The students circle the words with *r*-controlled vowels *ear*, *eer*, *ere*. The text increases in complexity throughout the material.

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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 transition 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. The sequence follows the phonemic awareness continuum. In Unit 1, Week 1, throughout the week in Phonological Awareness, the student is oral blending and segmenting. In Unit 2, Week 1, Day 2, the teacher displays Letter Cards for *told*. The teacher blends the sounds. The teacher then replaces the *t* with *h* and repeats blending the sounds for *hold*. The

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teacher then replaces the *h* with *c* for *cold* and adds *s* to the beginning for *scold*. The material transitions to more complex phoneme manipulation. In Unit 3, Week 1, students begin to delete initial and final sounds and substitute medial vowel sounds. In Unit 4, Week 1, Day 1, the teacher displays the Letter Cards for *pot*. The teacher models blending the sounds together. The teacher adds *r* after the *o* to make the word *port*. The teacher says, “I can add an *r* after the *o* to make the r-controlled vowel spelling *or*. The *or* spelling stands for the /ôr/ sound. Listen as I blend the new word: /pôrt/. Say the word with me: *port*.” The teacher continues to model with *shot*, *short*, *spot*, and *sport*. In Unit 5, Week 1, students add initial and final sounds and blend and segment multisyllabic words. By Unit 8, Week 1, students are substituting initial and final sounds and substituting medial vowel sounds.

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

- The materials include explicit instruction on how to articulate phonemes clearly. In Unit 3, Week 2, Day 1, the teacher displays the letter cards for the word *cat*. The teacher models blending the sounds together. The teacher then models adding an *r* after the *a* to make the word *cart*. The teacher says, “I can add an *r* after the *a* to make the r-controlled vowel spelling *ar*. The *ar* spelling stands for the sound /är/. Listen as I blend the new word: /kârt/. Say the word with me: *cart*.” The lessons provide correct letter sounds for teachers to reference in the script in Unit 4, Week 3, Day 1. The teacher displays the Letter Cards for *car* and models blending the sounds. The teacher says, “This is the letter *c*. It stands for /k/. These are the letters *ar*. The letters stand for the r-controlled vowel sound /är/. Listen as I blend these sounds together: /kâr/, *car*. Say the word with me: *car*.” The teacher adds *e* after the *r* to make the word *care*. The teacher says, “I can add an *e* after the *r* to make the r-controlled vowel spelling *are*. The *-are* spelling stands for the /âr/ sound. Listen as I blend the new word: /kâr/. Say the word with me: *care*.”

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 basic decoding and encoding. In Unit 3, Week 3, Day 1, the teacher displays the Letter Cards for *bun*. The teacher blends the sounds and says, “This is the letter *b*. It stands for /b/. This is the letter *u*. It stands for /u/. Listen as I blend these sounds together: /buuu/. This is the letter *n*. It stands for /n/. Now listen as I blend all three sounds together: /buuun/, *bun*. Say the word with me: *bun*.” The materials transition students from oral language activities to encoding.
- The materials provide specific and precise terms that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. Throughout Unit 4, Week 1, students are working on identifying, blending, and spelling words with r-controlled vowels. In Unit 4, Week 1, Day 1, in the Phonological Awareness: Add Initial and Final Sounds, students add initial and final sounds to words with r-controlled vowels. The teacher says, “Say a word: *art*. Then say a sound: /ch/. Have students add the sound to the beginning: /ch/ /ärt/, *chart*. Say a word: *for*. Then say a sound: /k/. Have students add the sound to the end: /fôr/ /k/, *fork*.” In the practice part of the activity, the teacher repeats the routine with the practice words and has students say the final word.

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

- The materials suggest or provide resources, including manipulatives to reinforce students' phonemic awareness skills. Unit 6, Week 2, Day 1 provides an activity to reinforce students' phonemic awareness skills in the small-group lesson. It tells the teacher to "Give students Elkonin boxes and Letter Cards for the word *tool*. Find. What sound does *t* make? /t/. Push *t* into the first box. Now find *o*, *o*. Push *o* into the next box. What sound does *oo* make? /oo/. Remember that the two letters *oo* make one sound. Blend the sounds together: /too/. Now find the letter *l*. Push *l* into the last box. What sound does it make? /l/. Blend the sounds to read the word: /tool/. One more time: /tool/. Say the word with me: *tool*. Replace the *t* with *f* and do the same. Repeat with *suit*, *flew*, *clue*, *Ruth*, *soup*, *shoes*, *tune*."
- Materials incorporate a variety of activities and resources for students to develop and practice skills. For example, in Unit 7, Week 1, Day 1 in the Phonological Awareness: Add Initial and Final Sounds, students are adding initial and final sounds. The teacher says, "Say a word: *in*. Then say a sound: /ch/. Have students add the sound to the beginning: /ch/ /in/, *chin*. Say a word: *pin*. Then say a sound: /ch/. Have students add the sound to the end: /pin/ /ch/, *pinch*." In Unit 7, Week 1, Day 2 in the Phonological Awareness: Blend and Segment Multisyllabic Words by Syllable, the teacher says, "Say the syllables: pan-cake. Ask students to repeat and blend the syllables into a word: *pancake*. Say the whole word: *snowman*. Ask students to repeat and segment the word into the syllables they hear: snow-man."

Benchmark Education Grade 2

English Phonics Program Summary

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

Meet | 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 2, the scope and sequence includes all of the spelling patterns according to the TEKS. For example, instruction begins with consonant digraphs in Unit 1. Long vowel teams are introduced in Unit 2. Units 3 and 4 cover r-controlled syllable patterns, and Units 5 and 6 continue with lessons for long vowel teams.
- Each unit includes a pacing guide, which shows a systematic progression of sound-spelling patterns. In Unit 3, Week 1 introduces vowel teams. Week 2 introduces r-controlled syllables /ar/, and Week 3 introduces /ur/.
- In Product Support, the materials include a document showing the correlation of the curriculum lessons with the TEKS for second grade. The document lists TEK 2.C(ii) as addressed in Units 7 and 9. The pages are included in the document.

Benchmark Education Grade 2

English Phonics Program Summary

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

- The materials clearly communicate the objectives for the lesson in the Launching Benchmark Phonics, and specific and precise terms and statements are present for teachers to use during core instruction. For example, in Routine 12, the teacher says, “Sometimes words will have the same spelling pattern. Learning to spell words that have the same pattern helps us read and write words more easily.” It continues with guidance for the teacher with step-by-step modeling for the teacher.
- The materials include specific and precise terms, phrasing, and statements the teacher can use during core instruction. For example, in Unit 1, Week 3, Day 1, in the section Spelling-Sound Correspondence, the teacher displays the *long a* Sound-Spelling Card. The materials guide the teacher to say, “This is a picture of a train. The vowel sound in *train* is /a/. The /a/ sound is spelled many ways: *a, ai, ay, a_e, ea*. In the word *train*, /a/ is spelled with *ai*.” The material guides the teacher to point to each spelling on the card and provide a sample of the word with the vowel pattern. In Unit 5, Week 2, Day 1, in the section Spelling-Sound Correspondences, the teacher displays the diphthong /oi/ Sound-Spelling Card and says, “This is a picture of a *boy*. The vowel sound in *boy* is /oi/. The /oi/ sound is spelled two ways: *oi* and *oy*. In the word *boy*, /oi/ is spelled with *oy*.” The materials guide the teacher to point to each spelling on the card and provide a sample for each diphthong *oi* and *oy*.
- The lessons spiral back and connect the new pattern to previous sound-spelling patterns. For example, in Unit 5, Week 2, Day 5, in the Spelling and Dictation activity, the teacher uses the following procedure to check students’ spelling of this week’s words by saying each spelling word and using it in the sentence provided. The students write the word or the sentence, based on the time available, underline the spelling word, and continue with the next word. When students have finished, the teacher collects the papers and analyzes their spelling of any misspelled words. The following words are used for the Spiral Review: *spoke, fair, spare, dear, and pee*.
- The materials use the gradual release of responsibility. In Unit 7, Week 1, Day 2, the materials in the section Silent Letters, the teacher writes the word *wrap* and asks the students to identify the silent letter spelling and sound. The material guides the teacher to review the *wr* stands for the /r/ sound, *kn* and *gn* stand for the /n/ sound. The students continue to practice with *write, know, sign, gnat, knee, wreck, wrist, knob, knock, wrong, and wrote*.

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 that reinforce students’ knowledge of sound-spelling patterns. For example, the Scope and Sequence for grade 2 covers short vowels, vowel teams, and VCe syllable patterns. The ePocket charts and the decodable readers are just a couple of the activities used to develop students’ knowledge.
- In Unit 4, Week 2, Day 2, students whisper read *The Shoemaker and the Elves* Word Study Resource Book. The teacher models how to blend decodable words if the students are struggling. The teacher directs the students to circle the words with r-controlled vowels *ear, eer, and ere*.
- In Unit 4, Week 2, Day 2, in the section Spelling, the teacher displays the words *year, deer, near,*

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English Phonics Program Summary

clear, cheer, fear, ears, steer, hear, and here on index cards. The students read and chorally spell each word. The students sort the words by r-controlled patterns.

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 for grade 2 range from interactive games, word study booklets, phonics, high-frequency activity books, and sound wall cards. These resources allow the student to decode and encode in isolation. For example, In Unit 3, Week 3, Day 1, in the Transition to Multisyllabic Words, the teacher gets ready to model multisyllabic words. She/he reminds students “that the vowels and r must always stay together in one syllable because they make one sound.” In Unit 6, Week 1, Day 1, the teacher introduces the vowel team /oo/ spelled with *oo, u_e, u, ew, ou, ui,* and *oe*. The teacher displays the Sound Spelling card of /oo/. The teacher says, “This is a picture of a *spoon*. The vowel sound in *spoon* is /oo/. The /oo/ sound is spelled many ways: *oo, u_e, u, ew, ue, ou, ui, oe*. In the word *spoon*, /oo/ is spelled with *oo*.” The teacher points to each spelling on the card and provides a sample, such as *moon* and *June*.
- In Unit 8, Week 3, Day 2, in the Spelling section, the teacher displays and writes the words *faster, fastest, slower, slowest, newer, newest, colder, coldest, taller, and tallest* on index cards. The students read and chorally spell each word. The teacher makes two columns with *-er* and *-est*. The students sort the words into each of the columns. The students choral read and spell the words. In Unit 10, Week 1, Day 1, in the Blend and Build Words activity, the teacher models with and students use the ePocket Chart to blend and build words.

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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 systematic sequence for introducing regular and irregular high-frequency words. 300 high-frequency words are taught throughout all ten units. The materials listed in the Scope and Sequence for high-frequency words are Dolch, Fry, American Heritage, and Top 150 words in English. According to the Scope and Sequence in the Overview section of each unit, high-frequency words are first introduced in Unit 1, Week 1, Day 1. Throughout Unit 1, the high-frequency words are *a, can, and, come, are, for, big, go, has, I have, is, jump, my, one, put, the, want, what, you, he, like, little, no, of, saw, this, to, we, and with*. 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. The teacher introduces high-frequency words using the routine Say, Spell, Read, Write. The teacher says the word, spells the word, reads it with the students, writes the word while spelling it, and then the students use it in an oral sentence.

Benchmark Education Grade 2

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 instruct the teacher to “Say: Display the High-Frequency Word Cards one at a time. Point to and say the word, having students repeat after you. Spell: Spell the word as you point to each letter. Read: Then have students read and spell the word. Write: Have students write the word as they spell it aloud.” Within the lessons, the teacher is instructed to point to the word and invite the students to say it aloud. For example, in Unit 4, Week 3, Day 3, the teacher introduces the high-frequency words *another*, *boy*, *could*, *ever*, *far*, *from*, *hurt*, *over*, *out*, and *these*. The teacher writes each word on a rung on a ladder. The students read the words to climb the ladder. The teacher reviews that the vowel sound in *could* is /oo/ and makes the connection between *could*, *would*, and *should*. The students spell the words and use them in a sentence. The students write sentences using *could*, *would*, and *should*.
- 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 called Say, Spell, Read, Write.
- 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 materials do provide a scripted routine for introducing high-frequency words. Within the routine are scripted instructions for teaching students how to decode regular and irregular high-frequency words. An example can be found in Unit 2, Week 2, Day 1, which says, “Use the Read, Spell, Write, Apply routine to introduce high-frequency words. Read: Display the High-Frequency Word Card. Point to and say the word, having students orally segment the word. Point out the sounds and spellings in the word—both regular and irregular. Spell: Spell the word as you point to each letter. Have students read and spell the word. Write: Have students write or trace the word in the air as they spell it aloud.”
- The lessons employ a gradual release of responsibility with each set of high-frequency words introduced. In Unit 5, Week 1, Day 3, in the High-Frequency Word activity, the teacher displays each word, has students read and spell each word together, dictates each word without showing it, and has students close their eyes and picture the word as they write it. The teacher then displays the word and corrects their writing. In the practice and Spiral Review, students use words *why*, *many*, *right*, *start*, *because*, *from*, *their*, and *when* to build each word with Letter Cards, then they read the word written and use it in a sentence.

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). In Unit 2, Week 1, in the Interactive Learning

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English Phonics Program Summary

Games section, the game HFW Word Builder Game reviews high-frequency words. In the game, the students drag letters to build the high-frequency words and check the answers. The game says the words and the letters while the student builds the words. In Unit 4, Week 2, Day 5, in the section High-Frequency Words, the teacher reviews the words *always, any, blue, buy, city, draw, four, great, how, and live*. The teacher displays the High-Frequency Word Cards from the materials for each high-frequency word. The teacher says the words, and the students repeat and spell the words. The teacher places Letter Cards in a pocket chart in random order. The student forms a word. The students turn to a partner and say a sentence using the word.

- The activities and resources support students' development of high-frequency word knowledge with constant repetition and review. In Unit 7, Week 1, Day 1, students use the Say, Spell, Read, Write routine to learn new High-Frequency words *are* and *have*. Partners then use each word in an oral sentence. In the same week, on Day 4, students Read, Build, and Write with a partner to practice high-frequency words.
- 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. In Unit 2, Week 1, Day 1, the teacher displays high-frequency words for practice, *here, look, me, play, said, she, try about, and because*. The teacher also displays high-frequency words for spiral review: *he, like, little, no, of, saw, this, to, we, with*. The teacher combines the High-Frequency Word Cards one at a time, and the students chorally say each word. In Unit 4, Week 1, Day 1, the teacher introduces the high-frequency words *long, now, our, some, them, through, upon, was, when, and work*. In the Interactive Learning Games for Unit 4, the materials include a Unit 4, Week 1, HFW Word Builder Game. The students practice building high-frequency words with feedback.
- The materials include a variety of activities and resources for recognizing, reading, and spelling high-frequency words in isolation. Unit 2, Week 3 contains a page for students to practice spelling high-frequency words in the *Phonics & High-Frequency Words Activity Book*. 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, the *My Word Study* book provides connected text for students to practice decoding words and reading high-frequency words.
- The materials include a variety of activities and resources for recognizing, reading, and spelling high-frequency words in connected text. In Unit 1, Week 1, Day 1, the teacher introduces the words *a, can, and, come, are, for, big, go, has, and I*. The teacher follows the Say, Spell, Read,

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English Phonics Program Summary

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. The students read the word and spell the word. The teacher directs students to write the word as they spell it aloud.

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 and syllable division principles as outlined in the TEKS. For example, the scope and sequence for introducing grade-level syllable types as outlined in the TEKS begins in Unit 1 with students

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English Phonics Program Summary

reading and spelling digraphs, open syllable words, closed syllable words, and vowel teams. Vowel teams continue throughout Units 2 and 3. Students are introduced to r-controlled words in Units 3 and 4. Unit 5 focuses on final stable syllables, diphthongs, and VCE. Students revisit vowel teams in Units 6 and 7.

- The skills progress from decoding single syllables to multisyllabic words. Skills are also spiraled throughout the year to reinforce and review skills. In Unit 1, Week 1, Day 1, the lessons transition to Multisyllabic Words. The teacher writes one-syllable words in a column and related multisyllabic words in another column *kit, kitten, nap, napkin, sun, and sunset*. The teacher guides the students to read the words and underline the one-syllable word within the two-syllable word.

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 2, Week 1, Day 4, the materials guide the teacher to write the word *foam* and point out the *oa* vowel team. The teacher adds the suffix *-ing* and makes the word *foaming*. The material provides the teacher with important points to tell the students that each syllable has one vowel sound, and they divide the word before the *-ing* ending. In Unit 3, Week 1, Day 4, the teacher writes the word *use* and points out the VCe spelling. The teacher adds *-less* and makes the word *useless*. The teacher circles the vowel spelling *u_e* and explains that each syllable has one vowel sound, and you divide the word before the suffix *-less*.
- Materials provide instruction applying knowledge of syllable types and syllable division principles to encode one-syllable or multisyllabic words. In Unit 1, Week 2, Day 1, the teacher reminds students that a closed syllable ends in a consonant and usually has a short vowel sound. The teacher models the word *insect*. The lesson guides the teacher on how to model. The teacher writes the syllable *in* and points out that it is a closed syllable. The teacher adds the syllable *sect* and points out that it is also a closed syllable. The teacher circles the short vowel spellings *i* and *e* and explains that each syllable has one vowel sound. The teacher shows students how to divide the word between syllables. The teacher then blends the syllables to read the word. In Unit 1, Week 3, Day 3, in the Spelling activity, the material guides the teacher to have students write the *long a* spelling words that go with each clue.

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 new and previously learned syllable patterns during each lesson. For example, in Unit 5, Week 1, Day 2, students review r-controlled vowels. The teacher writes the words *hair, care, bear, and there* and asks students to identify the vowel sound and spellings. The teacher points out that the vowel spellings act as a team, which means they must stay in the same syllable in a longer word. On Day 4, students are reading multisyllabic words that end in *le*. The teacher explains when a word ends in *le*, the consonant before it plus the *le* form the last syllable. Students read, build, and write the words using their letter cards *sizzle, needle, maple, unmade, and escape*. On Day 5, students review multisyllabic words by identifying the syllable pattern for the words *middle, puddle, puzzle, sparkle, complete,*

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English Phonics Program Summary

and *notebook*. The teacher reminds students that VCe spellings must remain in the same syllable in longer words.

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce spelling-sound skills (through cumulative review). In Unit 1, Week 2, Day 1, the teacher displays the closed syllable Sound-Spelling Card and explains a syllable. The teacher says, “Look at the word I wrote: m-a-p. I see a consonant at the end and the *short a* sound spelled *a*. Most closed syllables have a short vowel sound. Listen and watch as I sound out the word: /maaap/, *map*.” The students practice writing and underlining the vowel spelling. In Unit 3, Week 2, Day 2, the students blend and build words with *ar*. The teacher guides the students to read *A Special Lady* in the *Word Study Resource Book*. The teacher guides the students to focus on the r-controlled vowel *ar* in one-syllable words. After the reading, the students circle the r-controlled vowel *ar* spellings.

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. Students use a variety of activities and resources to practice decoding multisyllabic words in isolation. For example, in the interactive e-games, students are sorting the r-controlled vowel words *surf*, *tiger*, *girl*, *bird*, *chair*, *bear*, and *hair* by dragging the words and placing them in the correct columns.
- Students use a variety of activities and resources to practice decoding multisyllabic words in decodable text that builds on prior instruction. For example, students use a reading of the Interactive Text “The Brothers Grimm” to focus on vowel team/oo/spellings in one-syllable words. The teacher guides students and has them whisper-read the text while circulating the room and listening in.
- The materials provide a variety of activities with encoding in isolation and in decodable text. In Unit 1, Week 2, Day 1, in Spelling Sound Correspondences, the teacher displays the closed syllable Sound Spelling Card and explains that a syllable is a word or word part with one vowel sound. The students practice writing the words *cat*, *ten*, *rip*, *sun*, *so*, and *me* and underlining the vowel spelling. Unit 3, Week 3, Day 2, the teacher guides students through a reading of the Interactive Text “The New Guy” to focus on the r-controlled vowel /ûr/. The teachers have students interact with the text by circling words with the r-controlled vowel /ûr/ spellings and answering the questions with a partner. They then have students underline words and phrases from the text to support their answers. In Unit 3, Week 3, Day 5, the students practice writing r-controlled words in isolation or in sentences after learning r-controlled words during the week. The teacher reviews multisyllabic words and points out that the spelling *ur* is an r-controlled vowel spelling and must stay in the same syllable.

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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 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 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 and progress to more complex objectives, as outlined in the TEKS. The lessons on morphemes build upon prior learning. For example, Grade 2 begins in Unit 1 with a review of the inflectional ending- *ing* and ends with an introduction to suffixes *-ful* and *-er*. Units 2 and 3 focus on *s*, *es*, *er*, *est*, and *ed*, *ing* without a spelling change.
- The lessons are taught in a logical order and aligned to the TEKS. For example, grade 2 begins with a review of suffixes *-ing* in Unit 1, adding *-y* and *-ly* before transitioning to *-er* and *-est*.

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English Phonics Program Summary

Students are taught compound words in Units 2, 4, 6, and 7 and inflectional endings in Units 1, 2, 3, 5, 7, and 9. The skills then become more complex, including skills such as inflectional endings with spelling changes in Units 7 and 9. After spelling changes, the skills move back to suffixes such as *-er* and prefixes such as *pre* in Units 8, 9, and 10.

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

- The materials provide direct (explicit) instruction for supporting the recognition of common morphemes. In Unit 3, Week 2, Day 1, the teacher models the words *farm* and *farming*. The teacher writes the word in two separate columns. The students underline and read the one-syllable word and underline the word in the multisyllabic word. The teacher circles the suffix in the multisyllabic word and discusses how they change the meaning of the base word. The teacher uses the word in a sentence. The teacher continues to practice with *harm/harming/harmful*, *mark/marketing/marked*, and *march/marching/marched*. Although the students write each word pair, the material does not provide direct (explicit) instruction for supporting the recognition of common morphemes in the practice words.
- There is no evidence of gradual release in lessons. The students underline and read the one-syllable word and underline the word in the multisyllabic word. The teacher guides the students to read the multisyllabic words. The teacher continues to practice with additional words, but there are no You do activities for the students to complete on their own. During a lesson in Grade 2, Unit 7, Week 2, Day 2, the teacher says, “When adding *-ed* or *-ing* to a word that ends in *e*, like *race*, you drop the *e* before adding the ending. When adding *-ed* or *-ing* to a short vowel word ending in one consonant, like *plan*, you double the final consonant before adding the ending.”
- The program intertwines decoding and encoding of common morphemes. Within Unit 7, students use letter cards to build the words *jog* and *save*. Students write the new words using the *-ed* and *-ing*.
- Unit 10, Week 2, Day 1 includes explicit guidance for the teacher to follow. For example, the lesson says, “A prefix is a word part added to the beginning of a word. Adding a prefix makes a new word with a different pronunciation and meaning. Explain that the prefixes *un-* and *dis-* mean ‘not’ or ‘the opposite of’. The prefix *re-* means again.” The teacher then models, and the students practice writing words on a paper, underlining the prefix, and explaining the meaning of each word. Later in the lesson, the students blend and build words, and the teacher script says, “The prefix is *un-*. The base word is *roll*. Listen as I blend these word parts together to make a new word: /uuunnn/ /rrroooll/, *unroll*. The new word is *unroll*. Say the word with me: *unroll*.”

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. The teacher explains, and students must add the inflectional ending *-ed* for the past tense of most regular verbs. The inflectional ending *-ing* is added to the verb to show the present tense. The teacher writes each series of words *park*, *parked*, and *parking*, underlining the suffix *-ed* or *-ing*, and explains the spelling change needed when adding each suffix. In Unit 3, Week 2, Day 2, the students practice with the following words *start*, *started*,

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starting, show, showed, showing, play, played, playing, underlining the inflectional ending *-ed* or *-ing*.

- Materials provide direct instruction for using the meanings of morphemes. In Unit 8, Week 3, Day 1, in the Word Study activity, the teacher models building words with comparative and superlative suffixes *-er* and *-est*. The teacher displays the words *great, greater, and greatest* and says, “To compare two things, add *-er* to the end of a describing word or adjective. To compare three or more things, add *-est* to the end of an adjective.” In Unit 7, Week 2, Day 1, in the Word Study activity, the teacher introduces inflectional endings with spelling changes. The teacher says, “When adding *-ed* or *-ing* to a word that ends in *e*, like *race*, you drop the *e* before adding the ending. When adding *-ed* or *-ing* to a short vowel word ending in one consonant, like *plan*, you double that final consonant before adding the ending.” The teacher models using the list of model words *race, raced, racing; plan, planned, and planning*. The teacher underlines the suffix and says, “Look at the first word I wrote. The word *race* ends in *e*. I have to drop the *e* before adding *-ed* or *-ing*.” Students use the practice words *care, plot, trim, and hope*. The teacher has students write each word and add *-ed* and *-ing* to each word. The teacher says, “What spelling change was needed when adding the ending?” The teacher explains the changes in verb tense when *-ed* and *-ing* are added.
- Students engage in multiple reading and writing activities that focus on the application of base words and affixes. In Unit 10, Week 2, Day 2, the Student Objective states that students “Blend, build, and spell words with prefixes *un, re-, dis-*.” The teacher writes words and prefixes on cards, and students select one word and one prefix to make a new word. Then the student explains the meaning. The students also read an interactive text called *Tyler’s Party* in which they circle the prefixes they have just learned, such as *disagree, recheck, unsafe, and unhappy*.

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

- The materials provide a variety of activities and resources to develop morphological awareness skills. There are interactive learning games that focus on compound words, inflectional endings, and related root words, which allow students to build, sort, and identify words interactively with a click or drag and drop. For example, the students play the interactive compound word game where they match the words that are associated together like *toothpaste, toothache, bathtub, bathroom, mailbox, and mailman*.
- The materials incorporate a variety of activities and resources for students to practice morphological skills (through cumulative review). In Unit 7, Week 1, Day 1, the teacher displays the word *book* and *shelf* on index cards. The teacher displays the words separately and then together. The teacher explains, “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, such as *book* and *shelf*, to figure out the meaning of the compound word.” The teacher continues to model with *bird* and *house* and demonstrates how the word *birdhouse* is built by putting the two words together. The teacher guides the students to determine the meaning of the compound words. The students break apart the compound word and focus on writing each smaller word. In the Word Study Resources section for Unit 10, Week 2, the materials include a word list Build Automaticity. The students read the words and underline the prefixes in words.
- The materials incorporate a variety of activities and resources for students to reinforce skills.

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Unit 9, Week 1, Day 5 includes a spelling quick check with spiral review of previously taught suffixes such as *-y*, such as *shiny* and *rainy*. Although spiral review is included in the scope and sequence, there is some evidence of cumulative review. The *Word Fluency Student* cards include words for Unit 8, including words such as *funniest*, *happier*, *doctor*, *teacher*, *shopped*, and *stopping*.

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 include a variety of activities for students to decode and encode morphemes in isolation. For example, in Unit 7, Week 2, Day 1, in Blend and Build Words, the teacher displays the Letter Cards for *bake*, *baked*, and *baking*. The teacher points out the inflectional ending. The students name the base words, and the teacher models blending the words. The teacher continues modeling with the words *tap*, *tapped*, and *tapping*. The students continue practicing identifying, listening, and sorting words with *-ed* and *-ing* in the interactive game Inflectional Ending with Spelling Changes sorting game.
- In Unit 3, Week 2, Day 2, the teacher introduces verbs that end in *-ed* and show past tense. The teacher explains that most regular words add *-ed* to show past tense. The teacher models with *park*, *parked*, and *parking*. The students underline the inflectional ending. The students practice with more words underlining the inflectional ending *-ed* or *-ing*. In Unit 7, Week 1, Day 2, the teacher writes the words *bath*, *bed*, *room*, and *tub* on index cards. The students use word cards to build compound words *bath tub*, *bed room*, and *bath room*. The students use each word in a sentence and discuss how they figured out the meaning. The students practice with *ball*, *base*, *book*, *case*, *flake*, *foot*, *man*, *shoe*, *snow*, *storm*, *string*, and *suit*. Although the materials guide the students to build words and use each word in a sentence, there is no direction for the students to write the words or the sentences on paper or on their workmat.
- The materials provide a variety of activities and resources that involve decoding morphemes in connected text. For example, in Unit 7, Week 1, Day 2, the small-group lesson says, “Guide students through a reading of Interactive Text ‘The Wright Brothers Take Off!’ to focus on compound words and words with silent letters.” Unit 9, Week 1, Day 2 instructs the teacher to “guide students through a reading of Interactive Text ‘Allowance: For and Against’ to focus on words with *-y* or *-ly* endings. Read the title. Have students whisper-read the text as you circulate and listen in.”
- Although there are activities that involve encoding in isolation, the materials do not provide evidence of encoding with 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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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 1, Day 1, the teacher displays the Sound-Spelling Card for Uu and says, “This is a picture of a *unicorn*. The initial vowel sound in *unicorn* is /u/. The /u/ sound is spelled many ways: *u*, *ew*, *ue*, *u_e*. In the word *unicorn*, /u/ is spelled with *u*. Point to each spelling on the card and provide a sample word: *u* as in *unit*, *ew* as in *few*, *ue* as in *cue*, *u_e* as in *cube*. Write each sample word and underline the *long u* spelling. Look at the first word I wrote: *unit*. I see *long u* spelled *u* at the beginning of the word. Listen and watch as I sound out the word: /uuu/ /nit/, *unit*. Run your hand under the word as you sound it out.” A list of words is included for the students to practice.
- The materials include guided practice with word lists. For example, in Unit 7, Week 2, Day 1, the teacher displays the Letter Cards for *bake*, *baked*, and *baking*. The teacher points out the inflectional ending. The students name the base words, and the teacher models blending the words. The teacher continues modeling with the words *tap*, *tapped*, and *tapping*. The students continue practicing identifying, listening, and sorting words with *-ed* and *-ing* in the interactive game *Inflectional Ending with Spelling Changes* sorting game.
- The materials include independent practice with decodable texts. For example, in Unit 2, Week 1, Day 2, students read the Interactive Text “*Lion and Mouse*” to focus on *long o* spellings in

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one-syllable words. The teacher reads the title and models how to blend decodable words and read high-frequency words. Students whisper-read the text.

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 provide opportunities for students to practice word reading fluency with partners. For example, in Unit 3, Week 2, Day 2, the teacher introduces blending and building words *tar*, *star*, *start*, and *smart*. The teacher substitutes letters to make the new words. In pairs, students practice blending and building words *hard*, *harm*, *farm*, *far*, *bar*, and *bark*.
- The materials guide teachers to provide practice with word reading fluency in small groups. For example, in Unit 8, Week 2, Day 4, while the teacher meets with small groups, students reread “Mudslide” or “My Beach” to a partner. They read the high-frequency word sentences in their notebooks for this week and previous weeks to a partner.
- Independent practice opportunities with word lists, decodable phrases/sentences, and decodable texts are included in the materials. In Unit 9, Week 2, Day 3, the teacher reads the text *A New Kind of Pop!* aloud. The teacher points out the sound spelling focus of the week *schwa*. The students independently whisper-read the text as the teacher circulates and models blending if needed. The students choral read the text.

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. In Unit 1, Week 1, Day 1, the teacher introduces short vowels *a*, *e*, *i*, *o*, and *u*. The teacher uses the Sound-Spelling Cards to teach the short vowels. The students use the *Word Study Resource Book* to practice reading words with short vowels.
- Decodable connected texts are found in *My Reading and Writing* books, such as “The Perfect Pal,” found in Unit 4, Week 1, Day 2 Whole-Group. Units 1–10 include two connected texts in *My Reading and Writing* student books. These materials match the skills for each unit found in the phonics scope and sequence. For example, the scope and sequence says that in Unit 5, there are three primary skills taught—VCe syllables, /oi/ vowel team syllables, and /ou/ vowel team syllables. The Accountable text found in the *Word Study Resource Book* includes practice on all of these skills as well as spiraled skills from previous units. There is both a practice sheet for words in isolation and words in connected text. 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. In the Benchmark Phonics and Word Study Workshop portion of the online library, under Resources, there is a tab for assessments.
- The diagnostic tools included in the materials reflect the continuum of phonological awareness skills as explained in the Grade 2 TEKS. The skill sets are organized along a continuum of phonological awareness skill development. In the schedule for second grade, students are tested over Differentiating Sounds (Advanced), Manipulating Sounds, Blending Phonemes (Advanced), and Segmenting Phonemes (Advanced). In the middle of the year, students are only tested if they need intensive phonemic awareness training.
- 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 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 Comprehensive Phonics Survey in the *Assessment and Screener Handbook*. The students are assessed for phonics and decoding skills. The assessment includes simple skills, such as short vowel nonsense word

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reading and progresses to more complex skills, such as complex vowels and multisyllabic nonsense word reading.

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 ii Phonological Awareness Assessments with details about grade 2 for the BOY, MOY, and EOY. There is space for observational notes under each subtest.
- Materials provide clear, consistent directions for the accurate administration of diagnostic tools. In the Phonological Awareness Assessment, each different skill that is tested provides directions for the teacher to follow and an example. For example, in the Blending Phoneme Segmentation, the directions say, "Say the word, sound by sound. Then have the student blend the sounds and say the word." There is no scoring direction included with the assessment. In the scoring sections, students are given a point for each correct answer out of the total of possible correct answers.
- In the *Assessment and Screener Handbook*, the materials include a Comprehensive Phonics Survey. The assessment includes directions for the teacher, such as, "Have 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 Phonological Awareness Assessment recording sheet that includes Word Awareness, Identify Rhyme, Syllable Awareness and Initial Sounds, Final Sounds, Differentiating Sounds, and Blending Phonemes, among other skills. The recording sheet includes BOY, MOY, and EOY sections to record test results. The materials include a chart that guides teachers in adjusting instruction based on assessment results. The High-Frequency Word 100 Word Screener includes a pre- and post-test recording sheet for each student.
- 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.

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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 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 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.
- The *Phonics Word Study Resource Book* includes Build Automaticity for each week of each unit. The Build Automaticity page in the resource book includes a timed reading of words per minute for three timed readings. The Build Automaticity page focuses on the spelling pattern of the week for each unit. On Day 5 of each unit in the Reread for Fluency, the materials guide the teacher to "Note students' speed, accuracy, and intonation. Provide general feedback." In Units 2, 4, and 6, on Day 5 of Weeks 1, 2, and 3, the materials guide the teacher to "Select five to 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."
- 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 *know*, *sign*, and *write*. 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 *lone e* words such as *affixes*, *uneasy*, *dislike*, and *reread*. Student Recording Sheets are included for each unit to track student progress for accuracy and automaticity.

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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 Phonological Awareness Assessment Schedules. The schedule suggests that second-grade assessments be administered at the beginning of the year. In Unit 4, 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. Teachers take note of fluency issues and decayed learning. The materials guide the teacher to repeat the assessment on Day 5 of both Weeks 2 and 3 of the same Unit 4. Unit 5 includes a Cumulative Word Fluency Recording Sheet. The materials guide the teacher to administer the word fluency assessment to five to six students at the end of each week, assessing each student at least one time per month.
- The materials provide options for progress monitoring in the *Assessment Screener and Handbook*. The following guidance is provided for the Comprehensive Phonics Survey, "Administer the assessment to each child in the class three times a year—at the beginning, middle, and end. Gather and record all children's scores for each testing period to determine small-group, differentiated instructional needs. Create a repeated reading routine for students to follow during independent work time. You can also incorporate this 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."

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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

Meet | 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.

- Materials support teachers' analysis of diagnostic data to inform the response to individual students' strengths and needs. 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 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.
- 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, "If students have difficulties orally blending, segmenting, and (especially) manipulating sounds, they will need additional support during small-group lessons. Some may even need an intensive phonemic awareness training program to meet their needs. Phonemic manipulation tasks have been connected in the research to a student's ability to orthographically map words in their brains to remember them automatically."

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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.
- Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Included in the *Assessment and Screener Handbook* are 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 2, it states, "If students have difficulties orally blending, segmenting, and (especially) manipulating sounds, they will need additional support during small-group lessons. Some may even need an intensive phonemic awareness training program to meet their needs. Phonemic manipulation tasks have been connected in the research to a student's ability to orthographically map words in their brains to remember them automatically. This requires a full analysis of words (segmenting each sound and attaching each sound to a spelling) and being able to manipulate these sounds readily. Without this ability, students will struggle automatically recalling words while reading. These skills continue to develop in many students past Grade 1 and need to be a focus of instruction, especially for students who struggle with reading. Use the lessons in the intervention resources to provide this instruction. Word Building is another highly valuable activity to include in weekly instruction."

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 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 Extra Support section for the teacher to use with students who need more support. Unit 9, Week 1, Day 1, says, "For students who need support, build the word using letter cards, then add the letters for the added sound. Blend the new word formed."
- 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, "If students have difficulties orally blending, segmenting, and (especially) manipulating sounds, they will need additional support during small-group lessons. Some may even need an intensive phonemic awareness training program to meet their needs. Phonemic manipulation tasks have been connected in the research to a student's ability to orthographically map words in their brains to remember them automatically."

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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 meet the criteria for this indicator. Materials include 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 targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics 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 2, Day 1, the teacher displays the Letter Cards for *bed*. The teacher models blending the sounds together and runs a hand under each letter. The teacher models with beads. In Check to See, the teacher uses Small-Group Instruction strategies if the students have difficulty reading words. In Unit 4, Week 3, Day 3, the students read “Far from Earth” as the teacher circulates. The teacher models how to blend decodable words and read high-frequency words that students struggle with. The teacher prompts the students to reread the sentence from the beginning.
- 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 instructional approaches. For example, materials contain additional lessons for small-group

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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 8, Week 2, Day 3, 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 rereading the text, an I Write activity, 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 5, Week 1, Day 5, in the Read for Fluency activity, the material directs the teacher to "Challenge students who have shown proficiency with *A Cool Solution* to read the less familiar *Kid Inventors*." The material provides students the opportunity to challenge students to read a less familiar, possibly more challenging accountable text.
- The lessons provide suggestions for providing additional practice. For example, throughout the units in the Small-Group lesson on Day 1, the following guidance states, "Acceleration—For students above grade-level expectations, continue to teach a skill further in the phonics scope and sequence during small-group time. Remediation—For students below grade-level expectations, continue to teach previously taught skills they have not yet mastered. Focus on blending, dictation, word building, and reading and writing about decodable texts."

Materials provide enrichment activities for all levels of learners.

- The materials provide enrichment activities for all levels of learners. In Unit 2, Week 2, Day 2, the teacher guides the students through a reading of the Interactive Text "Why Monkeys Live in Trees." The students circle the *long e* spellings and answer questions with a partner. The materials include Letter and Phonics Songs for skills in the lessons. Some of the videos are Prefixes and Silent Letters. The materials are not differentiated.
- The material includes interactive learning games to engage students in extra practice learning phonics skills. These activities are 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, Matching, and Complete the Sentence. The online material also includes Phonics Songs to go with different phonics skills, as well as High-Frequency Word videos. In the Complete the Sentence game, students find the missing word with a comparative ending.

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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 the 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 developmentally appropriate instructional approaches to engage students in the mastery of the content. The materials include interactive games focusing on various skills, such as closed syllables and compound words. The games reinforce the skills taught in the units. In Unit 3, Week 1, Day 1, in Small-Group, the students use Elkonin boxes and Letter Cards to build words with *long u*. The students and teacher use Elkonin boxes in several lessons to practice and apply the knowledge of phonic skills.
- Throughout all of the units, the material provides many developmentally appropriate instructional approaches. In Unit 2, Week 1, Day 1 in the Blend and Build Words activity, students blend and build words with *long o*. The teacher uses Letter Cards to display the word *got*. The teacher models running a hand under the sounds as they blend the sounds together. The teacher says, “This is the letter *g*. It stands for /g/. This is the letter *o*. It stands for /o/. Listen as I blend these sounds together: /gooo/. This is the letter *t*. It stands for /t/. Now listen as I blend all three sounds together: /gooot/, *got*. Say the word with me: *got*.” The teacher then models adding *a* to make the word *goat*. The teacher says, “I can add an *a* after the *o* to make the vowel team *oa*. The vowel team *oa* stands for the *long o* sound. Listen as I blend the new word: /g oo ot/. Say the word with me: *goat*.” The teacher continues to model with the words *cop*, *cope*, *log*, *low*, *top*, and *toe*.

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

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Unit 3, Week 1, Day 3, Small-Group, the students work independently and read “Vote for Lulu.” The students work with a partner, time each other using the Build Automaticity activity, and record their time. The Independent Practice/Partner Work are in one section. Materials say, “While you are meeting with small groups, have students reread ‘Far from Earth’ to a partner. Whisper-read ‘The Three Bears’ with a partner or independently. Time their partner using this week’s Build Automaticity activity and record their second words-correct-per-minute score.”

- In Unit 5, Week 1, Day 1, the teacher delivers the whole group lesson. In guided practice, the students write words with vowel consonant -e syllables and underline the target syllable. The students work with Elkonin boxes and Letter Cards to build and blend words *side*, *sidewalk*, *sideways*; *safe*, *unsafe*; and *make*, *remake*. The students use the words in sentences.

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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 partially meet the criteria for this indicator. Materials include some 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 not 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).

- The materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS. In Unit 4, Week 1, Day 2, In Supporting English Language Development, the teacher reads the text with students, writes sentences on sentence strips, and mixes them up. The students read and place the sentence strips in the correct order. In Unit 5, Week 2, Day 3, in Supporting English Language Development, the materials include three options for student support. One option is for light support, one for moderate, and one for substantial support. The lessons in high-frequency words are scaffolded depending on the various levels of English proficiency and support.
- 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 English Language Development (ELD) that explains light support, moderate support, and substantial support for English Language learners. The light support includes the teacher writing and reading aloud sentences and partners rewriting the sentences while substituting words with the suffixes *-ful* or *-less*. Partners then share their sentences. Moderate support directs the teacher to review the meaning of the suffix *-ful* and use the same sentences as the light support activity with partners substituting a word. Students then read aloud the sentences they rewrote. The substantial support section directs the teacher to review the suffix meaning of *-ful* and then "Write and read aloud the following base words: *hope, cheer, sun, speech*. Write and read aloud the following sentence pairs. Have students orally complete each example using one of the base words. Ask them to write the new word they formed."

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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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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 student's 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. There is an option to print the decodable texts for students to practice fluency and review skills.
- 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

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contain a *Take-Home Activity Calendar* at the end of each unit in the *My Reading and Writing* book, where families can find suggestions for families to complete at home in order to support their student's learning. For example, in Unit 9, the Home Activity Calendar has many choices to support students and includes a section that tells parents to build words, "Write these letters on small pieces of paper: *ome, ope, oke, h, j, r, w*. Help your child use the letters to make words."

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 activities for families to use at home to support student learning and development. The distance learning tab includes activities for students for each unit and week. For example, Unit 8, Week 3, Day 3 focuses on the Interactive Text, *The Contest*. Students circle the comparisons ending in *er* and *est*. Students may be assigned or sent home with printed decodable text and fluency passages.
- The materials include information about specific strategies and activities for families to use at home to support students' learning and development. For example, Distance Learning Materials are provided for students to use while not at school. In Unit 10, Week 3, Day 1, the students practice the high-frequency words *dark, clear, explain, force, minutes, object, plane, power, produce, and surface* with the referenced High-Frequency Routine: "Step 1: Say Example: Point to the word *door*. What is the word? Step 2: Spell Example: The word *door* is spelled d-o-o-r. Spell the word as I point to each letter: d-o-o-r. Step 3: Read Example: Now read and spell the word *door*. Step 4: Write Example: Write the word *door* as you spell it aloud. Step 5: Practice Example: Use the word *door* in an oral sentence."

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. eAssessments 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.

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- 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.”
- Materials provide resources to inform families about the program and provide suggestions for how they can help support student progress and achievement. In the Home-School section, the material provides a Family Letter. The letter shares what it means for a text to be interactive. 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. Under the help section of the drop-down menu, the Family Letter is available in a total of six languages.

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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 are 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 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 eAssessment 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 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.