

Benchmark Education Grade K English Phonics Program Summary

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

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

Section 2. Instructional Approach

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

Section 3. Content-Specific Skills

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

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Section 4. Progress Monitoring

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

Section 5. Supports for All Learners

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

Section 6. Additional Information: Resources

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

Section 7. Additional Support

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

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Indicator 2.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include a TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. The scope and sequence is a single document outlining which skills are taught throughout all ten units. The components of the scope and sequence include phonological awareness, primary skill, preview skill/word study, and high-frequency words. The scope and sequence does not include a side-by-side document that shows the TEKS. The materials include an overview of the phonological awareness objectives that are aligned to the grade-level TEKS.
- Each unit contains a skills-at-a-glance document that includes a suggested pacing guide and indicates what is covered in whole group and small group. The skills at a glance include a phonological awareness and phonics skills coverage unit by unit. The phonemic awareness lessons for kindergarten include phoneme isolation, phoneme blending, phoneme addition, final phoneme, phoneme substitution, phoneme deletion, and long vowel patterns.
- The scope and sequence does not include the TEKS; however, the skills do match the expectations of the TEKS. There is a correlation chart included in the Program Support that outlines what TEKS are taught in which unit. The knowledge and skills statements are found in the left column, and the page number where each is taught is found in the Phonics Word Study Workshop column. For example, in Unit 3, Week 1, Day 1, the TEKS K2.A(iii) for Phonemic Awareness: phoneme isolation is used in the activity Phonological Awareness Phoneme

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Isolation. The TEKS K2.B(i) matching common sounds letters is represented in the Sound-Spelling Correspondence activity.

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 for kindergarten through grade 2. For example, Unit 10 in kindergarten focuses on phoneme isolation, phoneme deletion, phoneme substitution, long *i*, long *u*, long *e* (final *e*), and long *o*, as well as the *-ide* word family and review of consonants *z* and *y*. Unit 1 in grade 1 focuses on short *a*, *i*, and *o* and reviews all consonants. The materials do not include a continuum or document that specifies the skills that should be mastered at each grade level and in which order.

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

- The lesson objectives systematically progress from simple to more complex concepts. The kindergarten lesson objectives begin with an emphasis on phonemic awareness, letter names, and letter sounds to blend the sounds to make words. For example, kindergarten lesson objectives begin with instruction on letter names and letter sounds (starting with short vowel sounds) and transition to decoding and encoding VC, CVC, CCVC, and CVCC words as new phoneme-grapheme correspondences are introduced.
- In Unit 4, Week 1, Day 1, the lesson guides the teacher to introduce the letter *Oo*. The students listen for the sound of /o/ in words. The teacher provides practice, and the students identify the sound /o/ in words. The lesson then guides the teacher to display the picture card of an otter. The students practice identifying and pronouncing the letter /o/. The students practice writing the letter *Oo* on their work mats. The lesson then progresses to blending words with the letter *Oo*. The teacher displays Letter Cards and models blending words with the letter *Oo*. The students practice blending words with the letter *Oo*.
- In Unit 9, Week 2, Day 2, the teacher introduces, identifies, and blends words. The teacher says, "Let's blend the sounds together and read the word: /lllaak/, *lake*. Change the *l* to *m* and repeat with *make*. Let's blend all the sounds together and read the new word: / mmm aaa k /, *make*. Change the ending *k* to *d* and repeat with *made*. Let's blend all the sounds together and read the word: /mmaaad/, *made*."

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Indicator 2.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Although the materials do not specifically list the gradual release of responsibility by including subtitles in the teacher guide, the lessons include detailed guidance for each component of the gradual release of responsibility model. In Unit 1, Week 2, Day 2, in the I Do section, the teacher shows the students the Picture Word Card *mop*. The teacher points to *mop* and says *mop*. The teacher says, "Listen as I say the word *mop*. I can hear the /m/ sound at the beginning of the word *mop*. Say the sound with me: /mmm/." In the We Do section, the teacher has the students write a lowercase *m* on paper. The teacher says, "I am going to say some words. If you hear /m/ at the beginning of the word, hold up your letter *m*." The students practice with *match*, *money*, *zebra*, *meat*, *rock*, *move*, and *me*. In the You Do section of the lesson, the teacher shows the students a series of Picture Word Cards with and without words that begin with the letter *m*. The students identify the words that begin with *m* and raise their hands.
- In the Teacher Resource System, Unit 5, Week 1, Day 2, students build, blend, and spell words with the letter *b* /b/. Under the Model section of the activity, the teacher starts the gradual release with the I Do by displaying the Letter Cards for *bat*. The teacher says, "Let's blend the sounds together and read the word: /baaat/, *bat*." The teacher then changes the letter card *a* to *i* and repeats with the word *bit*. "Let's blend all the sounds together and read the new word: /biiit/, *bit*." The teacher changes the *t* to *b* and repeats with *bib*. "Let's blend all the sounds together and read the word: /biiib/, *bib*." In the Practice section of the activity, the students and teacher continue with the We Do portion of the gradual release responsibility. This is not scripted, but the teacher is guided in what to tell the students. The teacher has students do the letter card manipulation. The teacher says each of the practice words and guides students to choose the correct letters to change. Students continue the gradual release with the You Do portion of the responsibility by completing the Spiral Review and Challenge portion of the

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activity. The students practice building, blending, and spelling words with the letters *h*, *c*, and *o*. The lesson includes illustrations of the ePocket chart with the letters cards the teacher uses in the model portion of the activity.

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

- The teacher edition contains useful annotations and suggestions on how to present the content in the materials. For example, in “Routine 11: Word Building,” the materials that provide background knowledge and information in the Best Practices section on the left side of the page, including explaining why this routine is important, “Word building helps increase students’ word awareness. It improves their ability to analyze letters and sounds in words. Word building provides practice in flexibly using known sound-spellings, and it aids in students’ reading and spelling growth and understanding.” It also includes tips for integrating the routine into your classroom, such as, “To build mastery, add words with previously learned sound-spellings when appropriate.”
- Students practice identifying words with the letter *n* /n/ in the Teacher Resource System in Unit 2, Week 3, Day 2 Small Group in the Blend and Build. The material provides helpful suggestions in the lesson. For example, “Remind students that these are words that have /n/ spelled *n*.” In Unit 6, Week 1, Day 4, in the Small Group and Independent Practice in the “Reread the Text: *Red Hens*,” the lesson provides suggestions before students reread the text. For example, “Remind students that they know these words: *for*, *no*.” Another suggestion is “When they come to a word with *e*, remind them to use what they know about the letter-sound to read the word.”

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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 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 provide information for teachers about common misconceptions related to specific phonics skills. For example, in Unit 4, Week 3, Day 1, in “Spelling-Sound Correspondences,” the materials include a note for the teacher, “Make sure not to add an extra vowel sound to the pronunciation when modeling. /h/ is an unvoiced consonant.” In Unit 5, Week 1, Day 2, students are introduced to the word family *-at*. The teacher says, “Many words end in *-at*. We say they make a word family. Learning this spelling pattern will help you read words.” The teacher models blending the phonemes *-at*. The teacher says, “Let’s blend the sounds together: /aaat/, *at*. If I add the letter *b* to the beginning, I get the word *bat*. Let’s blend all the sounds together and read the new word: /baaat/, *bat*.” The teacher changes the *b* to *m* and says, “Watch and listen as I say *mat* slowly: /mmaaat/. Let’s blend all the sounds together and read the word: /mmaaat/, *mat*.”
- The materials share guiding principles related to specific skills. In the Benchmark Phonics Training video, Wiley Blevins explains the importance of systematic phonics instruction through the seven foundations. The Scope and Sequence is considered the spine of effective phonics

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

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

- The materials include an explanation or overview of the instructional routines used consistently throughout the program. For example, the teacher guide includes the Routines section of the Launching Unit that explains the regular routine of dictation/spelling, and the lesson plans for dictation include words and sentences based on the phonics objectives using the routine. Unit 5, Week 1, Day 5, tells the teacher to “Say these sounds for students to spell. Have them repeat the sound and write the letter that stands for it: /b/, /o/, /h/. Then say the following words for students to spell: *bit*, *cab*. When I say *bit*, I hear three sounds: /b/ /i/ /t/. I know *b* stands for /b/, *i* stands for /i/, and *t* stands for /t/. I will write *b*, *i*, *t* to spell the word *bit*.”
- The materials include a variety of instructional strategies with consistent routines for each phonics skill. The kindergarten materials consistently use phonemic awareness routines/supports such as Elkonin Boxes, picture cards, and counters to support student understanding. In Unit 6, Week 2, Day 1, the teacher uses the Picture Word Card for *goose*. The lesson includes the teacher's script, “This is a picture of a goose. The first sound in the word *goose* is /g/. The sound /g/ is spelled with the letter *g*. Say the sound with me: /g/. This is the sound at the beginning of the word *goose*. What is the name of this letter? (*g*) What sound does this letter stand for? (/g/)” The card includes an action rhyme, and the teacher asks the students to chime in. The materials use the picture cards in various units to teach spelling-sound correspondence.
- The materials and lesson plans provide sufficient details for teaching each strategy. For example, the Routines section of the Launching Unit includes “Routine 10: Word Blending.” The procedures within the routine include modeling, practicing, and application steps for blending sounds together to read words. The script for blending sounds begins with the teacher saying, “We will blend together sounds we know to read words. We will use a routine when we blend words so that we always blend words in the same way.” The teacher models by selecting a word with the target phonics skill. An example is found in Unit 3, Week 2, Day 2, “This is the letter *f*. It stands for /f/. This is the letter *a*. It stands for /a/. Listen as I blend the two sounds: /fffaaa/. This is the letter *n*. It stands for /n/. Listen as I blend all three sounds: /fffaannn/. Say the word with me: *fan*.”

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

- Materials include guidance for providing students with immediate, corrective feedback. In Unit 7, 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:

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The letter *w* in *wag*). State the spelling and sound. (Example: The letter *w* makes the /w/ sound.) Have students repeat (Example: *w*, /w/). Have students go back to the start of the word and blend again.”

- The materials provide guidance for how to provide immediate, corrective feedback. For example, while students practice reading connected text in Unit 3, Week 1, Day 2, the corrective feedback states, “Point to the missing sound-spelling (Example: *i* in *sit*). State the spelling and sound (Example: The letter *i* makes the /i/ sound). Have students repeat (Example: *i*, /i/). Have students go back to the start of the word and blend again.”

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

- Materials include guidance for providing students with immediate, corrective feedback. In Unit 2, Week 2, Day 2, in *We Read and Write*, the materials guide the teacher to remind students that each word in the rhyme is represented by a group of letters in a special order. In Unit 4, Week 2, Day 1, the high-frequency words *little* and *play* are introduced with the Say, Spell, Read, Write routine. On Day 2 of the same unit, the same high-frequency words are included in the connected text activity. On Day 3, the students continue to practice with the words *little* and *play*, writing, spelling, and reading the words.
- 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 7, Week 1, Day 1 in the Blend Words activity, students are blending words with the letter *w*. During this lesson, students use previously taught phonemes to blend these words together. For example, the teacher models blending words with the letter *w*, starting with the word *wig*. Students have been taught letters *i* and *g* in previous lessons. The teacher displays the ePocket chart. There is additional small group instruction where the students use the Elkonin boxes or a work mat.

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 2, Week 1, Day 1, in *Shared Reading*, the materials include a suggested time of three to five minutes. In Unit 4, Week 2, Day 2, in *Blend and Build Words*, the teacher models blending and manipulating letters to form new words and then blend. The students then practice with the letter cards, and the teacher guides them. The section suggests two to three minutes for this component.
- The material gives suggested time for each component of the lesson. For example, the *Introduce and Read the Rhyme* activity suggests two to three minutes, *Turn, Talk and Listen* two to three minutes, *Model Print Concepts* two to three minutes, and *Spiral Review* one minute. For the *Focus Skill* section of the lesson, there is a suggested time for the entire day at the top of the lesson that says 15–20 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.

- The materials include intentional practice and review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, Unit 6, Week 3, Day 2 includes a review with instructions for the teacher to invite students to point to words that begin with /e/ (*end*) or have /e/ in the middle (*help, red*). The material guides the teacher to use “Routine 5: High Frequency Words Say, Spell, Read, Write” for practice and mastery of the words. The routine is used on Day 1 of each unit to introduce the words for the week. The materials include a best practices list for the routine and guide the teacher to review last week’s words. In Unit 3, Week 2, Day 1, a spiral review is included in We Read. The teacher points out that words are made up of letters. The teacher guides the students to find and circle the word *l* in the poem. The word *l* is introduced in Unit 1 and is included in Unit 2, Week 3.
- Lessons use consistent routines to introduce and review phonics skills that include different modalities. For example, in Unit 7, Week 1, Day 1 in the Blend Words activity, students are blending words with the letter *w*. During this lesson, students use previously taught phonemes to blend these words together. For example, the teacher models blending words with the letter *w*, starting with the word *wig*. Students have been taught letters *i* and *g* in previous lessons. Starting in Unit 5, Week 1, Day 3, in the Write Words activity, students begin using Elkonin boxes to practice writing words using the phonics skill being taught for the week. This activity is used on Day 3 of each week to practice the phonics skill students are learning that week.

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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 2 Week 2 lists *t /t/* as the focus skill of the week. In Unit 2, Week 2, Day 1, the teacher displays the Frieze Card Tt and says, “Listen for the sound at the beginning of *tiger*: /t/. Say the sound with me: /t/. *Tiger* has /t/ at the beginning. Now listen carefully as I say three words: *ten*, *tiny*, *turtle*. Tell me the sound you hear at the beginning of all three words.” On Day 3 of the same week and unit, the students practice identifying the beginning sounds in the words *six*, *tooth*, *touch*; *toy*, *monkey*, and *turtle*. In Unit 6, the Pacing Guide lists *d /d/* as the focus skill of Week 3. In Unit 6, Week 3, Day 2, the teacher displays Letter Cards for the word *did*. The teacher blends the phonemes. The teacher changes the *d* to *g* and forms the word *dig*. The teacher blends the word and continues to practice with *dog*.
- Students apply the focus skill for the lesson from previous lessons during guided and independent practice. In Unit 9, Week 1, Day 2, the teacher script says, “Have students turn to page x in My Reading and Writing. Guide students through a reading of *My Two Boxes*. Read the title. Have students whisper-read the text as you circulate and listen in. Provide support based on your observations. For example: Model how to blend decodable words and read high-frequency words that students struggle with. Then prompt students to reread the sentence from the beginning.” The connected text includes words with the short *o* phonics patterns and words that begin with the letter *z* and end with the letter *x*. The text included the following high-frequency words *and*, *the*, *is*, *you*, *see*, and *for*. These skills have been explicitly taught.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice of taught phonics skills. Decodable texts align closely with the scope and sequence of the lessons, connecting previously taught objectives to new ones. In Unit 2, Week 1, the Decodable Lap Book is focused on phonics skills identifying and blending words with letter *s*. In Unit 2, Week 1, Day 2 in the Read Connected Text activity, the teacher reads the black line master (BLM) 1 as students track. After the teacher asks students to identify words that begin with letter *s*, in Unit 7, Week 1, the lessons include words that contain /w/ and the high-frequency words *are* and *have*. The decodable *We Have Fun* includes the same skill focus, and the other text is controlled to include what has previously been taught.
- The materials include decodable texts incorporating cumulative practice of taught phonics skills. The decodable text increases in complexity from simple sentences with high-frequency words in Unit 2 to sentences with short *u* words, such as in Unit 5. In Unit 2, Week 1, the focus phonic skill is consonant *s*. The high-frequency words for the week are *the*, *we*, and *as*. One of the decodable books for Unit 2 is *Sam Likes the Farm*. The decodable book includes the high-frequency words *the* and *we*. The book reviews words with *s*. In Unit 5, Week 2, the phonic skill is short vowel *u*, and the high-frequency words are *big* and *with* according to the Skills at a Glance. The decodable book for Week 2 is *What is it?* The book reviews words with short *u* and high-frequency words *big* and *with*. The book includes words with the phonic pattern that is introduced in the unit.

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Indicator 3.A.1

Materials provide systematic and direct (explicit) instruction, practice, and review related to **alphabet knowledge**.

1	Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds.	M
2	Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds.	M
3	Materials provide direct (explicit) instruction on forming the 26 letters (upper and lowercase).	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.	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 alphabet knowledge.

Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds. Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds. Materials provide direct (explicit) instruction on forming the 26 letters (upper and lowercase). Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.

Evidence includes but is not limited to:

Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds.

- The materials provide a systematic sequence for introducing letter names and their corresponding sounds. Letters are presented in an order that starts with high-utility letters that can be used to decode and spell CVC words when enough have been introduced. In Unit 1, *m* and *a* are introduced. In Unit 2, *s*, *n*, and *t* are introduced. In Unit 3, the short *i*, *f*, and *p* are introduced. The letters *Bb* and *Dd* are taught separately to avoid confusion. The letter *Bb* is introduced in Unit 5, Week 1, and the letter *Dd* is introduced in Unit 6, Week 3. They are introduced in two separate units. The materials introduce letters that are similar in different units. For example, the letter *p* is introduced in Unit 3. Letters with names that are closely aligned with their sounds are introduced earlier within the units.
- The Scope and Sequences list preview letters that students are introduced to during the week in addition to the letter introduced in the primary skill. In Unit 4, Week 2, Day 2, students are introduced to the letter *v* in the Letter Sound Fast Track activity. The students listen to the Letter Song and practice tracing letters, writing the letter *v*, and saying the sound as they write the letter.

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- The materials reference research-based work for the development of alphabetic knowledge within the curriculum. In the Overview section, a letter from Wiley Blevins is included in *Why Benchmark Phonics Workshop* in which he asserts, “Research has also shown some common challenges and obstacles that get in the way of successful phonics instruction. Students need repeated review of new skills and a significant amount of time applying new skills in real reading and writing experiences.”

Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds.

- Unit 1 teaches and spirals through an alphabet review. For example, Day 2 of the unit guides the teacher to model the letter card *F* as the students sing the alphabet song. The teacher says, “This is the uppercase, or capital, *F*.” The teacher displays the letter card *f* and says, “This is the lowercase, or little, *f*.” Pointing to the uppercase *F*, the teacher asks the students, “What is the name of this letter? Yes, it’s uppercase *F*.” The process is repeated for the lowercase *f* and the following letters *Gg*, *Hh*, *Ii*, and *Jj*. Letters and their corresponding sounds are not taught simultaneously. The alphabet review ends during the first week of Unit 1. The teaching of letter sounds begins in Unit 1, Week 2, Day 1, which guides the teacher to Display the Picture Word Card *milk* and say, “This is a picture of *milk*. The first sound in the word *milk* is /m/. /m/ is spelled with the letter *m*. Say the sound with me, /mmm/. This is the sound at the beginning of the word *milk*. What is the name of this letter? (m) What sound does this letter stand for? (/mmm/).”
- The materials include clear, precise instruction for teachers to introduce students to new letters and sounds. For example, in Unit 7, Week 1, Day 1 includes a teacher script for spelling-sound correspondence for the letter *k*. The script says, “This is a picture of a *wagon*. The first sound in the word *wagon* is /w/. /w/ is spelled with the letter *w*. Say the sound with me: /w/. This is the sound at the beginning of the word *wagon*. What is the name of this letter? (w) What sound does this letter stand for? (/w/).”
- The materials provide scripted direct instruction for teaching the identification of all 26 letters, upper and lowercase, and their corresponding sounds. There are 16 mini-lessons for recognizing and identifying in the Launching Benchmark Phonics materials section. Starting with Routine 1, the learning goal is provided for teachers. For example, the teacher says, “These are letters that we will learn in class to help us recognize our names and other words that will help us read books.”
- The materials include lessons connecting new learning to previous learning. In Mini Lesson 3 from the Launching Benchmark Phonics section, the teacher reminds students that the alphabet is in a specific order, “Sing the alphabet song as you point to each letter on the alphabet displayed in your classroom. Have students join in. Sing the song again with students. Write a student’s name on the board. Circle the first letter in the name. Find the letter on the alphabet chart. Ask one or two students to find the first letter in their name in the alphabet and then write the letter on the board.”

Materials provide direct (explicit) instruction on forming the 26 letters (upper and lowercase).

- The materials provide direct instruction on how to form the 26 letters of the alphabet. The materials include a letter song for each letter of the alphabet. The video models the sound of

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the letter and how to form upper and lowercase letters for each letter of the alphabet. The materials include Handwriting Practice Pages for each letter of the alphabet; however, there is no link in the lesson plans for the practice pages. The materials do not guide the teacher to locate the Handwriting Practice Pages for each letter. The page includes a lined page for tracing both upper and lowercase letters for each letter of the alphabet. The pages include a script for the teacher to model. For example, on the letter C practice sheet, the script says, “Say: A lowercase *c* is a circle back and open. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times. Uppercase C. Say: An uppercase *C* is a circle back and open. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.”

- In Unit 1, Week 1, Day 1, students are introduced to the letter *m*. During the practice portion of the activity, students write the letter *m*. In the separate Handwriting Practice Pages, there are 26 pages for each letter. On each page, it provides scripted instructions on how to form each letter. The teacher models writing lowercase *m* and says, “A lowercase *m* is pull down, push up, curve forward, pull down, push up, curve forward, pull down.” After the initial alphabet review, students begin Unit 1, Week 2, Day 1, with the letter *m*. The Handwriting practice guide prompts the teacher to refer to the forming letters page within the workbook. The letter formation is taught at the same time the letter name and sound are taught. For additional practice with letter formation, students turn to the relevant pages in *My Reading and Writing E Workbook*. When students push the play button, it says, “look at the pictures on the first row. What do you see? *Milk* /m/. Circle the picture of *milk*.” The audio continues to the next picture, where it names the picture and sound, and students are told to write the letter *m*. Students practice forming the letter *m* in a different activity as well.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce alphabet knowledge in isolation and in the context of meaningful print, such as the interactive letter recognition sorting game and letter cards for students to use for identifying and matching.
- Cumulative review is built into each lesson with a variety of activities and resources that help students develop, practice, and reinforce alphabet knowledge. Unit 1, Week 1, Day 1 begins with Letter Recognition of the first five letters of the alphabet. The teacher script indicates that the teacher should follow this procedure, “Hold up Letter Card A. This is the uppercase or capital, A. Hold up Letter Card *a*. This is the lowercase or little, *a*. Then point to the uppercase A. What is the name of this letter? (pause for choral response) Yes, it’s uppercase A. Then point to the lowercase *a*. What is the name of this letter? (pause for choral response) Yes, it’s lowercase *a*.” The alphabet is practiced throughout the first week and reviewed throughout the materials and year. In the Music and Videos section, there is a video for each letter as well as a video for the Alphabet song.
- The materials include a Frieze Card for each letter. The Frieze Card has an upper and lowercase letter for each letter of the alphabet. For each letter, the teacher uses a Frieze Card to introduce the letter. The teacher then uses a Picture Card for each letter sound. For example, the teacher uses a picture card of a sock for the Frieze Card Ss. The materials do not guide the teacher to

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locate the Handwriting Practice Pages for each letter. Each page includes a script for the teacher to model the correct formation of each letter. The lined page for each letter of the alphabet includes a tracing for the upper and lowercase letters. The tracing includes arrows labeled with numbers that indicate the correct sequence of steps for writing each letter.

- The materials include interactive sound spelling cards to use so that students can hear, see, and make the letter sound. In Unit 3, Week 1, Day 1, in the Spelling Sound Correspondence activity, the teacher introduces the Picture Word Card for the word *inch*. The teacher says, “This is a picture of a ruler showing an *inch*. The first sound in the word *inch* is /i/. /i/ is spelled with the letter *i*. Say the sound with me: /i/. This is the sound at the beginning of the word *inch*. What is the name of this letter? (i) What sound does this letter stand for? (/i/)” The teacher also uses the Sound-Spelling Card for the letter *li* to say the action rhyme. Next, the teacher displays the picture side of the Frieze Card for *li*. Students name the picture and say what sound they hear at the beginning of the word *igloo*. In Unit 7, Week 3, Day 2, in the Spelling/Dictation activity, students use the My Reading and Writing book to practice writing letters heard at the beginning of words. The teacher says, “This is a picture of a kid jumping. Say the word *jump*. What is the first sound you hear in the word? (/j/) What letter do we write for that sound? Write the letter *j* on the line.” The teacher repeats the process for the word *ladder*. In Unit 8, Week 2, Day 3, in the “Reread the Text: Yip-Yap,” students reread the story *Yip-Yap* from My Reading and Writing book. As students read, the teacher reminds students that they have learned to decode words with *y /y/* and to use what they know about the sound to read the word.
- The materials include a handwriting book and a StartUp Phonics book for extension activities for identifying letters. There is no link in the lesson plans for the practice pages. In Unit 3, Week 2, Day 1, the teacher uses the Frieze Card and introduces the letter *Ff*. The teacher says, “Listen for the sound at the beginning of *fish*: /f/. Say the sound with me: /f/. *Fish* has /f/ at the beginning. Listen carefully as I say three words: *fish, face, find*. Tell me the sound you hear at the beginning of all three words. That’s right. All three words have /f/ at the beginning.” The teacher models the word *fan* with the Letter Cards. The teacher models blending the sounds. The teacher continues modeling with the word *fit*. The students continue to practice with *if, fat, and fin*.

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Indicator 3.A.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing letter-sound relationships. The scope and sequence indicates that letter-sound instruction begins in Unit 1, Week 2, with *m* and continues the introduction of letters with *short a, s, t, n, short i, f, p, short o, c, h, b, short u, r, short e, g, d, w, l, j, k, y, v, qu, x*, and finally *z*. This systematic sequence of instruction allows for students to quickly apply letter-sound relationships to basic decoding and encoding. For example, in Unit 1, Week 1, Day 1, letters are immediately introduced with the letter *a* first. The letters are presented in an order that starts with high-utility letters. These letters are used right away to decode and spell CVC words. The letters *m, a, s, t,* and *n* are taught first so that students can begin to decode and spell words such as *am, map, man,* and *sat*.
- The teacher models blending to help students learn to decode words. For example, in Unit 1, Week 3, Day 1 of the TRS Phonics Mini-Lessons, the teacher models how to blend. The teacher says, "This is the letter *a*. It stands for /a/. This is the letter *m*. It stands for /m/. Listen as I blend the two sounds: /aaaaammm/, /am/. Say the word with me: *am*." After learning the letters *s, a,* and *m*, the teacher uses letter cards for modeling a word and blending the sounds.

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- The teacher models segmenting to help students learn to encode words. For example, in Unit 2, Week 3, Day 2 of the TRS Phonics Mini-Lessons, the teacher says, “This is a *nest*. Say the word *nest*. What is the first sound you hear in the word? (/n/). What letter do we write for that sound? Write the letter *n*.”
- In Unit 1 of the Teacher Resource System (TRS), the Launching Benchmark Phonics section lists a series of routines for the application of basic decoding and encoding. Routine 11 focuses on blending sounds. The teacher says, “We can build and make new words by changing the letters and sounds in words that we know. This will help us when we read or write new words on our own.” The teacher places the letter cards in a pocket chart, “Look at the word I’ve made. It is spelled s-a-t. Let’s blend the sounds together to read the word: /sssaaat/, *sat*. The word is *sat*.” The teacher models sounding out the word. The teacher changes the first letter in *sat* to *m*, “What is the new word? Yes, the word is *mat*.” They have students build a word with their own set of Letter Cards. Then they guide students to change or add one letter. Then students should blend the new word. The students use the following words to blend: *at, it, in, bin, pin, fin, fan, pan, pat, and at*.

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

- There are lessons identifying skills to be learned and communicating the objectives to students in the materials. For example, in the Teacher’s Resource System (TRS) Unit 2, Week 3, Day 1 of the Phonics Mini-Lessons, the teacher displays the Picture Word Card for a *nose*. The teacher says, “This is a picture of a *nose*. The first sound in the word *nose* is /n/. The /n/ sound is spelled with the letter *n*. Say the sound with me: /n/. This is the sound at the beginning of the word *nose*. What is the name of this letter? (n) What sound does this letter stand for?” Then the teacher displays the Sound-Spelling Card Nn and reads the action rhyme. The students follow along. The teacher shows the picture side of the card, and the students name the picture and identify the beginning sound of the word. The teacher explains that the word *nest* begins with *n*. The teacher connects the sound of *n* with the letter *n*. The students continue to practice the words *nut, nest, nail, and nap*. The teacher says the words one at a time, and the students listen for the *n* and write the *n* on paper.
- There are clear, precise directions and instructions for connecting phonemes to letters. For example, in the TRS Phonics Mini-Lessons, Unit 6, Week 1, Day 3, students use Elkonin boxes in the Write Words activity. The teacher models with the word *set* using the script. “Watch and listen as I say *set* slowly: /ssseeet/.” The teacher moves a marker into each box when saying each phoneme then rebuilds with letters, “I know the letter *s* stands for /s/. I’ll write *s*. Listen for the next sound: /ssseeet/. I hear /e/. The sound /e/ is spelled *e*, so I will write *e* in the second box. Listen for the last sound: /ssseeet/. I hear /t/. I know the letter *t* stands for /t/. I’ll write *t* in the third box.” The students join as the teacher follows the same script with the words *net, met, pet, and nets*.
- In the TRS Phonics Mini-Lessons, Unit 9, Week 1, Day 2, directions for the teacher say, “Display Elkonin boxes. Have students watch as you model. Watch and listen as I say *box* slowly: /boooks/. As you say each phoneme, move a marker into a box. Have students write the letters on the line on page x. I know the letter *b* stands for /b/. I’ll write *b*. Listen for the next sound: /boooooo/. I hear /o/. The sound /o/ is spelled *o*, so I will write *o* in the second box. Listen for the last sound: /boooks/. I hear /ks/. /ks/ is spelled *x*, so I will write *x* in the third box.”

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- The materials include the use of gradual release of responsibility. For example, in the TRS Phonics Mini-Lessons, Unit 7, Week 2, Day 2, Blend and Build Words, the teacher displays the Letter Cards for the word *let*. The teacher says, “Let’s blend the sounds together and read the word: /llleeet/, *let*.” The teacher and students blend the phonemes and then read the whole word. The teacher changes the *e* to *o*, and then the teacher and students blend the word together. The students continue to practice with *let*, *lot*, *log*; *lid*, *lip*, and *lap*. The teacher says the word first and guides the student to choose the correct letter to change to make the new word.

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

- Throughout all units, the teacher uses letter cards and Frieze cards to introduce letters. As the units go on, they are used for blending words. Starting in Unit 1, Week 1, Day 1, there are videos to play for each letter of the alphabet as letters are introduced as well as an alphabet song. Starting in Unit 5, Week 1, Day 3, Write Words, the teacher and students start using Elkonin boxes to segment words. The teacher models how to use the boxes. “Watch and listen as I say *mat* slowly: /mmmaaah/.” The teacher moves a marker as each phoneme is said. The teacher continues with “I know the letter *m* stands for /m/. I’ll write *m*. Listen for the next sound: /mmmaaah/. I hear /a/. The sound /a/ is spelled *a*, so I will write *a* in the second box. Listen for the last sound: /mmmaaah/. I hear /t/. I know the letter *t* stands for /t/. I’ll write *t* in the third box.” Students practice with the words *fat*, *cat*, and *bat* listed under the practice.
- The materials include opportunities for students to decode and encode simple one-syllable words in isolation. For example, in Unit 4, Week 1, Day 2, Connect Phonics and Writing, the teacher says, “This is a picture of an *octopus*. Say the word *octopus*. What is the first sound you hear in the word? (/o/) What letter do we write for that sound? Write the letter *o* on the line.” The students write the word using My Reading and Writing. The students repeat the procedure for the word *pot*. Then the teacher says, “This is a picture of a *mop*. Watch and listen as I say the word *mop* slowly: /mmmoop/.” The teacher moves a marker into an Elkonin box on My Reading and Writing as she says each phoneme. The students write the letters for each phoneme in the boxes. In this activity, the students practice and reinforce their understanding of applying letter-sound correspondence.
- Decoding and encoding in connected texts and authentic writing are included in the materials. For example, in Unit 9, Week 2, Day 2, the students practice reading connected text that has CVC, VC, and blends using My Reading and Writing Guide.

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Indicator 3.B.1

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

1	Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.	M
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	M
3	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 oral syllable awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills and gradually transitions to more complex skills. Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills. Materials incorporate a variety of activities and resources to develop, practice, and reinforce skills through cumulative review.

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing oral syllable awareness activities. Phonological awareness sections of lessons can be found in the scope and sequence. In Unit 1, students are blending syllables. In Unit 3, students are practicing syllables in spoken words. By Unit 5, students are distinguishing syllables spoken in words. In Unit 7, students are distinguishing syllables.
- The materials provide lessons that begin with simple syllable awareness skills that gradually transition to more complex skills such as adding, deleting, and substituting syllables. Intensive Phonological Awareness: Phonological and Phonemic Awareness Routines and Activities provide routines and activities for each phonological/phonemic awareness skill. This resource can be used at any time in the program to support students with repeated practice. It incorporates a variety of activities to support and practice oral syllable awareness and provides activities for higher-level syllable manipulation.

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

- The materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills. In Unit 1, Week 1, Day 1, the teacher says the rhyme “Hey Diddle Diddle” and says, “Listen as I say the two parts in a word: did-dle. Now I will blend the parts together to say the word: *diddle*. Say it with me: did-dle, *diddle*.” The teacher models blending the syllables in *fiddle*. The students and teacher continue to practice with *fun-ny*, *chil-dren*, *ap-ple*, *pen-cil*, and *tea-cher*. In Unit 5, Week 2, Day 3, the teacher says the word *duck* and claps once. The students repeat the word. The teacher says, “*Duck* has one word part, or syllable.” The students say the word *duck* and clap. The teacher says *funny* and claps twice. The materials include the teacher script, “Fun/ny has two parts. Say the word with me and clap for each syllable: fun/ny.” The materials include directions for the teacher and direct (explicit) scripts and instructions for teaching oral syllable awareness skills.
- The materials provide opportunities for students to engage in ongoing practice of oral syllabication. For example, in Unit 7, Week 2, Day 2, students delete syllables in compound words. In the phonics and word study section, the teacher script says, “Model: *bathtub*, *popcorn*. Say the compound word *bathtub*. Repeat the word and clap twice, once for each syllable. The word *bathtub* has two-word parts, or syllables. Repeat, having students say the word and clap the syllables with you. Then take away the second syllable. If we remove the second syllable, the word is now *bath*. Repeat, having students say the word and clap the syllables with you. Have students say each syllable separately, then delete the second syllable to say the new word. Repeat with the word *popcorn*.” Following the direct instruction, students practice with two other words, *pancake* and *rainbow*.

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

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. There are two different activities that cover oral syllable awareness throughout the year. In Unit 1, Week 1, throughout the week the teacher models and students practice blending syllables. In Unit 3, Week 2, Day 2, students work on distinguishing syllables. The teacher says the word *face* and claps one time, “The word *face* has one word part, or syllable.” The teacher repeats and has students say the word and clap. The teacher then says the word *igloo* and claps twice, “The word *ig/loo* has two word parts, or syllables.” The teacher repeats and has students say the word and clap. In Units 5 and Units 7, students continue to work on the same activity of distinguishing syllables.
- Materials suggest using a variety of multimodal resources for strategically supporting syllabication development in single and multisyllabic words including picture cards and Elkonin boxes.

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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 transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct (explicit) instruction for teaching phonemic awareness. Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing phonemic awareness activities. The sequence follows the phonemic awareness continuum that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. In Unit 1, students start identifying initial sounds in words. In Unit 3, students are identifying phonemes at the beginning, middle, and final sounds of words. From there, the curriculum moves to substituting, adding, and deleting phonemes. The final lessons of the year focus on blending

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onset and rime and substituting phonemes. The scope and sequence outlines the objectives of kindergarten lessons that follow a continuum

- In Unit 1, Week 3, Day 1, the teacher displays the Frieze Card Aa. The teacher says, “Listen for the sound at the beginning of *apple*: /aaa/. Say the sound with me: /aaa/. *Apple* has /aaa/ at the beginning. What is the sound? (/a/) Listen carefully as I say three words: *am*, *ask*, *add*. Tell me the sound you hear at the beginning of all three words. (/a/) That’s right. All three words have /a/ at the beginning.” The lessons focus on phoneme isolation in the beginning lessons. In later lessons, they introduce more complex skills. In Unit 3, Week 1, Day 2, the teacher displays the Letter Cards for *in*. The teacher blends the phonemes along with the students. The teacher changes the *n* to a *t* and says, “Let’s blend the sounds together and read the new word: /iiit/, *it*.” The teacher continues to practice manipulating phonemes and adds an *s* to make the word *sit*.

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

- The materials include scripted direct (explicit) instruction for teaching phonemic awareness. Students work on blending phonemes. In Unit 2, Week 2, Day 1, the teacher models the word *tam*. The teacher displays the Letter Cards for modeling the word and blends the sounds. The materials guide the teacher to say, “This is the letter *t*. It stands for /t/. This is the letter *a*. It stands for /a/. Listen as I blend the two sounds: /taaa/. This is the letter *m*. It stands for /m/. Listen as I blend all three sounds: /taaamm/. Say the word with me: *tam*.” The teacher script includes specific and precise terms, phrasing, and statements for the teacher to use. In Unit 3, Week 3, Day 2, the teacher displays the Letter Cards for *pan*. The teacher blends the phonemes. The materials guide the teacher to say, “Let’s blend the sounds together and read the word: /paaann/, *pan*. Change *n* to *t* and repeat with *pat*. Let’s blend all the sounds together and read the new word: /paaat/, *pat*. Change the *a* to *i* and repeat with *pit*. Let’s blend all the sounds together and read the word: /piit/, *pit*.” The teacher script includes precise instructions and phrasing for teaching with minimal pairs.
- The materials include explicit instruction on how to articulate phonemes clearly. In Unit 3, Week 1, Day 2, in Phonological Awareness: Phoneme Isolation, the teacher models by showing students a picture of the *igloo* picture of the Frieze Card. The teacher says, “Listen for the beginning sound in the word *igloo*. *Igloo* has /i/ in the beginning. What is the sound? (/i/) Now we are going to listen to the middle sound in the word *bib*. Listen: *bib*. *Bib* has /i/ in the middle. What is the sound? (/i/)” In the practice portion of the activity, the teacher tells students that when they say a word, they should identify the beginning sound. For the second set of words, the teacher has students identify the middle sound.
- The materials include explicit instruction on how to clearly articulate phonemes, which is found in Interactive Sound-Spelling Cards and Articulation Videos. For example, the C card includes a video for the correct articulation as well as directions for producing /c/, “With your mouth open, put your tongue against the back and top of your mouth. Hold your breath. Then let a little air out as you lower your tongue.”

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

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skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. In Unit 2, Week 2, Day 2, the students use a My Reading and Writing page for the lesson. The teacher says, “This is a *table*. Say the word *table*. What is the first sound you hear in the word? (/t/) What letter do we write for that sound? Write the letter *t* on the line.” The teacher displays the Elkonin boxes and models moving a marker for each phoneme in the word sandwich. The teacher models writing the letter for each phoneme. The teacher then guides the students to orally segment the word and write a letter for each sound they hear on the boxes on the page.

- Materials provide specific and precise terms, phrasing, and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. For example, in Unit 8, Week 2, Day 1, the teacher script says, “The first sound in the word *yak* is /y/. The sound /y/ is spelled with the letter *y*. Say the sound with me: /y/. This is the sound at the beginning of the word *yak*. What is the name of this letter? (*y*) What sound does this letter stand for? (/y/.”

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 (through cumulative review). Unit 1, Week 3, Day 1 provides lessons for developing phonemic awareness. The teacher displays the Frieze Card Aa. The teacher asks the students to listen for the beginning sound in the word *apple*. The teacher says, “Listen carefully as I say three words: *am, ask, add*. Tell me the sound you hear at the beginning of all three words. (/a/). That’s right. All three words have /a/ at the beginning.” The materials include interactive learning games that help reinforce identifying words with the letter *Bb* sound. The students sort words in boxes and identify whether they begin with the letter *Bb* sound or not. The students self-check.
- Students practice and reinforce their understanding of phonemic awareness skills through cumulative review. In Unit 9, the lesson is about identifying words that have the same initial sound. The materials suggest using Elkonin boxes and counters during the lessons, as in Unit 9, Week 1, Day 3. The teacher script says, “Watch and listen as I say *rock* slowly: /rrrook/. As you say each phoneme, move a marker into a box. I know the letter *r* stands for /r/. I’ll write *r*. Listen for the next sound: /rrrook/. I hear /o/. The sound /o/ is spelled *o*, so I will write *o* in the second box. Listen for the last sound: /rrrook/. I hear /k/. I know that the letters *ck* often stand for /k/ at the end of a word, so I’ll write *ck* in the third box.”
- Students practice through cumulative review. Each kindergarten unit has a phonological awareness lesson during the week. Each day has a different phonological awareness activity each day. For example, in Unit 5, Week 1, Day 1, in Phonological Awareness: Phoneme Isolation, students are identifying /b/ in the beginning and final sound of CVC words. The teacher displays the Frieze Card for Bb. The teacher says, “Listen for the sound at the beginning of *ball*: /b/. Say the sound with me: /b/. *Ball* has /b/ at the beginning. Now listen carefully as I say three words: *big, bear, bike*. Tell me the sound you hear at the beginning of all three words. That’s right. All three words have /b/ at the beginning.” The teacher then models with CVC words identifying the /b/ sound at the end. The teacher says, “Listen carefully as I say three words: *sub, crib, knob*. Tell me the sound you hear at the end of all three words. That’s right. All three words have /b/ at the end.” In Unit 5, Week 1, Day 2, in Phonological Awareness: Phoneme Isolation, the teacher shows students the Frieze Card and points to the picture of the *ball*. The teacher says,

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“What sound do you hear at the beginning of the word *ball*? (/b/) Now listen as I say the word *web*. What sound do you hear at the end of the word *web*? (/b/) I am going to say some words. If you hear /b/ at the beginning of the word, touch your nose. If you hear /b/ at the end of the word, touch your chin.” The teacher continues to model with these words *bat*, *hat*, *bus*, *band*, *crab*, and *knob*. In Unit 5, Week 1, Day 5 in Phonological Awareness: Phoneme Addition, the teacher asks students to listen to the sounds in the word *us* blending the sounds /uuuu/ /ssss/, /uuuuussss/, /us/. Students blend the sounds to say the words. The teacher says, “I’m going to add /b/ to us to make a new word: /b/ /us/. What is the new word? (bus).” The teacher repeats with *it/fit* and *oat/boat*. In the practice section, the teacher repeats the routine, having students supply the new word.

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Indicator 3.C.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include a scope and sequence. The Teacher's Resource System contains ten units of study that guides the teacher with weekly and daily lessons. Kindergarten instruction starts with Launching the Phonics and Word Study Workshop. The scope and sequence provide a clear outline of the lesson sequencing, beginning with the alphabet review, individual letters, and word families. The scope and sequence list the primary phonics skills that will be introduced each week, as well as spiral skills that are a review of previously covered material. For example, the scope and sequence shows that in Week 6, students begin working on CVC words in the word family *-et*. By Unit 8, Week 3, students start to work on CVCC in the word family *-ick*.
- In the Product Support section, the materials include a chart that outlines the correlation between the lessons in the materials and the TEKS. The outline includes specifically which unit addresses a TEKS. For example, the chart shows that TEK K2.D(ii) is addressed in Unit 1 and Unit

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3 of the material. In each unit of the materials under the section Unit Resources, the materials include a pacing guide. The pacing guide shows a systematic progression of letter introduction and application. In Unit 1, letters are introduced and Unit 4 includes connecting phonics and writing. The lessons progress and build in each unit. I

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

- The materials provide scripted direct instruction for grade-level sound-spelling patterns. For example, in Unit 5, Week 1, Day 2, in the section Introduce *-at* Word Family, the material guides the teacher to display the Letter Cards for *-at* and explain that *-at* is a common spelling pattern. The teacher says, “Many words end in *-at*. We say they make a word family. Learning this spelling pattern will help you read words.” The teacher models blending the phonemes.
- In Unit 6, Week 1, Day 2, the teacher models blending the phonemes in the word *pen*. “Let’s blend the sounds together and read the word: /peeennn/, *pen*.” The teacher then changes the letter card *p* to *t* and says, “Let’s blend all the sounds together and read the new word: /teeennn/, *ten*.” The teacher repeats the process with the word *men*. After, the students practice using words from the practice word list as the teacher guides students to choose the correct letter to change. After, students are to practice in the spiral review.
- The materials communicate the objectives for the lesson and spiral back, making a connection to the new objective. In Unit 10, Week 1, Day 5 of the mini-lesson, the teacher says, “When I say *ride*, I hear three sounds: /rrr/ /iii/ /d/. I know *r* stands for /r/, the letters *i* and *e* work as a team to stand for /iii/, and *d* stands for /d/. I will write *r, i, d, e* to spell *ride*.” The students continue the process using the following words for dictation *wide*, *hike*, and *smile*. The teacher continues through a spiral review by displaying the letter cards for the word *home*, saying, “What sounds do these letters stand for? Let’s blend the sounds: /hooommm/. Let’s read the word together: *home*.” Students move to the next word *game* with the teacher going through the exact steps. Students practice choral reading the following words: *hope*, *nope*, *cake*, and *bake*.

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 and resources for students to practice digraphs. For example, the kindergarten program introduces long vowels. The sound spelling cards, letter card sheets, phonics songs, and interactive learning games reinforce these skills.
- In kindergarten Unit 1, Week 1, Day 3, the students reread “My ABCs” in *My Reading and Writing* or the ABC Train in the decodable lap book to a partner. In Unit 3, Week 3, Day 2, the teacher displays the Letter Cards for the word *pan*. The teacher blends the phonemes. The students practice blending the sounds together for the words *pan*, *pat*, and *pit*. The students continue to practice and use the Letter Card manipulation and choose the correct letter or letters to add or change. In Unit 7, Week 1, Day 3, in the section Write Words, the teacher displays Elkonin boxes. The teacher says, “Watch and listen as I say *win* slowly: /wiiinnn/.” The teacher moves a marker into a box for each phoneme she says. The students practice on a work mat with the words *fin*, *bin*, *tin*, and *spin*.
- In Unit 6, Week 2, Day 2, I Read activity, students are to read “Good Pig, Bad Pig” to practice applying foundational skills. In Unit 3, Week 2, Day 2, Blend and Build Words, the teacher

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models how to blend phonemes using the letter cards and ePocket chart. In Unit 4, Week 1, Day 5, in the Spiral Review activity, the teacher uses the ePocket Chart to blend the sounds in the word *pit*.

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

- The materials provide a variety of activities and resources to decode and encode words in isolation and in decodable connected text. The kindergarten materials include sound spelling cards as well as work mats, which allow students to manipulate various patterns to make words. There are decodable readers along with the Phonics and High-Frequency Word Activity Book. In Unit 7, Week 3, Day 4, students write words on cards or paper. The students work with a partner and sort the words into two piles *-ug* and *-un*. The students read the words in the piles to their partners.
- In Unit 10, Week 2, Day 3, students whisper read the text in *My Reading and Writing*. The teacher models how to blend words if students struggle. The students apply foundational skills previously taught.

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Indicator 3.C.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a sequence for introducing regular and irregular high-frequency words. Materials introduce regular and irregular high-frequency words. The Scope and Sequence lists 38 high-frequency words taught and 20 challenge high-frequency words. Students begin learning high-frequency words in Unit 1, including *I, like, the, we, go,* and *see*. The high-frequency words introduced in Unit 2 are *the, we, go,* and *see*. In Unit 3, the high-frequency words introduced are *can, she, a,* and *is*. In Unit 4, the high-frequency words are *he, has, little,* and *play*. All of the high-frequency words introduced in Units 1–4 are part of the 150 first high-frequency words from Dolch, Fry, and the American Heritage lists. The Skills at a Glance highlights the high-frequency words that are decodable in each unit.

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- 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 the word with the students, writes the word while spelling it, and then the students use the word in an oral sentence.

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: “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.” The materials provide a guided routine that contains steps for the say, spell, read, write activity for the teacher to address the decodable and non-decodable parts of the high-frequency words. Within the lessons, the teacher is instructed to point to the word and invite the students to say it aloud. This occurs throughout each unit on Day 1. For example, in Unit 3, Week 1, Day 1, the teacher introduces the words *can* and *she*. The teacher follows the Say, Spell, Read, Write, Apply routine of 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. Students use the words in an oral sentence.
- 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 lessons employ a gradual release of responsibility with each set of high-frequency words introduced. The teacher says the word and points to it. The teacher spells the word as she points to each letter. The teacher asks the students to read and spell the word. The students write the word as they spell it aloud. The teacher then releases the students to use each word in an oral sentence. In Unit 2, Week 1, Day 3, the teacher introduces the high-frequency words *the* and *we*. The teacher displays the word. The students read and spell the word together. The teacher dictates the word, and the student closes their eyes, pictures the word, and writes it. The teacher displays the word, and the students self-correct their writing. The students work with a partner to build each high-frequency word with Letter Cards. The students use the words in a sentence. Students practice writing the high-frequency words during dictation. In Unit 6, Week 1, Day 3, the teacher displays each word *for* and *no* in the ePocket chart. Students read and spell each word together. The teacher dictates each word without showing it. Students close their eyes, picture the word, and write it as they see it. The word is displayed again, and students self-correct their writing.

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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 incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). The materials include high-frequency word cards that the students can use when writing a sentence with the word in their journals. Students practice spelling the word through the interactive word builder. There is a word-builder activity for each unit and week. In the connected text section, the students read BLM 12, which includes high-frequency words *what* and *my*. The teacher reviews the high-frequency words. The students use the words in an oral sentence. The students circle the high-frequency words in the text.
- In Unit 2, Week 2, Day 2, the teacher guides the students through a reading of the text, and the students whisper-read the text. The teacher models how to read high-frequency words that students struggle with. In Unit 5, Throughout Week 1, the high-frequency words *and* and *you* are introduced. The materials include videos for *and* and *you*. The videos review the sounds, the words, and the spelling of the high-frequency words.
- The activities and resources support students' development of high-frequency word knowledge with constant repetition and review. The High-Frequency Word cards are used throughout the lessons to practice decoding the words. Activities include memory games and partner work. Interactive learning games such as Wordbuilder for Unit 7, Week 1, and High-Frequency Word videos further reinforce students' development of high-frequency word knowledge. Students are able to watch and sing along to practice the words from the week, such as *two* and *said*. In the game, students spell the words in an interactive platform.

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. For example, in Unit 1, Week 1, Day 1, the teacher introduces the word *I*. 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 the practice activity, students use the word in an oral sentence. The materials include high-frequency word videos for students to watch as they are introduced to each word.
- In Unit 3, the teacher introduces the high-frequency words *a* and *is*. The materials include High-Frequency Word Videos or interactive videos to review the high-frequency word *a* and *is*. The video reviews reading the word, saying the word, spelling the word, saying the meaning of the word, and building a sentence with *a* and *is*. The materials include High-Frequency Word Cards for each high-frequency word introduced in kindergarten. The students use the cards in lessons to practice reading the words, review the words, and build sentences with the words.
- The materials include a variety of activities and resources for recognizing, reading, and spelling high-frequency words in connected text. For example, in Unit 3, Week 2, Day 2, the *My Reading and Writing* book provides connected text for students to practice decoding words and reading

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high-frequency words. The directions instruct the student to read with a partner. High-Frequency Words are included for students to practice reading, such as *I*, *can*, *it*, and *is*.

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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 embedded modeling and practice with word lists. For example, in Unit 3, Week 2, Day 1, the teacher uses the Frieze Card and introduces the letter *Ff*. The teacher says, “Listen for the sound at the beginning of *fish*: /f/. Say the sound with me: /f/. *Fish* has /f/ at the beginning. Listen carefully as I say three words: *fish*, *face*, *find*. Tell me the sound you hear at the beginning of all three words. That’s right. All three words have /f/ at the beginning.” The teacher models the word *fan* with the Letter Cards. The teacher models blending the sounds. The teacher continues modeling with the words *fan*, *finger*, and *fun*.
- The materials include guided practice with word lists. For example, in Unit 4, Week 1, Day 2, students use the *My Reading and Writing* workbook. The teacher models encoding the words *octopus* and *pot*. The teacher says, “This is a picture of an *octopus*. Say the word *octopus*. What is the first sound you hear in the word? (/o/) What letter do we write for that sound? Write the letter *o* on the line.” The students practice with the word *top* from the practice list.
- The materials include independent practice with word lists and decodable texts. In Unit 6, Week 1, Day 1, students read and reread the previous week’s stories in *My Reading and Writing* or *Fun in the Decodable Lap Book* with a partner to develop fluency. These two resources are revisited throughout the unit for students to read independently and in small groups. The Decodable Lap books are used to provide students with opportunities to improve fluency and automaticity.

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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 practice activities for word reading fluency in a variety of settings. For example, in Unit 4, Week 2, Day 4, students reread *Cam the Cat* to practice decoding. The teacher reminds students they know words *little* and *play*, and they have been learning how to decode short *c* words. As they read, the teacher reminds students to use what they know about the sound the letter makes to read the word. The students whisper-read *Cam the Cat* as the teacher circulates and provides feedback as needed.
- The teacher provides partner practice with word reading fluency in the materials. For example, in Unit 6, Week 2, Day 3, students reread *Good Pig, Bad Pig* in My Read and Writing workbook and decodable readers. In Unit 8, Week 3, Day 1 in the Independent Practice/Partner Word, the teacher has partners reread previous weeks' stories *Kim's Day* in the My Reading and Writing and the decodable readers to build fluency throughout the week.
- The teacher provides partner practice with word reading fluency in the materials. For example, in Unit 6, Week 1, Day 2, the teacher introduces the *egg* Frieze Card. The teacher points to the *egg*, names the picture, and emphasizes the beginning sound. The teacher continues to say words with /e/ *every, bed, tell, edge, get, and else*. The students independently practice identifying and listening to words with the /e/ sound in the Interactive Learning Game Letter e Balloon Pop. To build fluency in Unit 9, Week 1, Day 3, while the teacher meets with small groups, students reread the previous weeks' stories in *My Reading and Writing* and the decodable lap book *My Two Boxes* to practice with accountable 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. Every unit has decodable readers for each week that are connected to the skills being learned. The decodables that are available for students follow the primary skills for each week in the Scope and Sequence. For example, in Unit 2, Week 1, Day 1, the teacher reads aloud *Little Miss Muffet*, and the teacher guides students to find words that begin with the letter *m* that was learned in a previous week.
- In Unit 2, Week 1, Day 1, the teacher focuses on the letter *Ss*. The teacher uses the Frieze Card *Ss* to teach the sounds. The teacher uses the Picture Word Card for *sock* and teaches the name and sound of the letter *Ss*. The teacher says the words *sit, six, sad, soap, and seed*, and the students listen for the sound. The students practice blending words with the letter *Ss*. The students read the decodable lap book *Sam Likes the Farm*. The decodable book focuses on the initial letter *Ss* in words and high-frequency words previously taught.
- The materials match the skills for each unit found in the phonics scope and sequence. For example, in Unit 5, there are three primary skills taught—*b*, short *u*, and *r*. The accountable text found in *My Reading and Writing* student books includes practice on all of these skills as well as spiraled skills from previous units.

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

Evidence includes but is not limited to:

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

- The materials include a variety of diagnostic tools that are developmentally appropriate for measuring phonological awareness and phonics skills. The *Assessment and Screener Handbook* provides assessments for phonological and phonemic awareness, a phonics survey, and progress monitoring assessments.
- The diagnostic tools included in the materials reflect the continuum of phonological awareness skills as explained in the kindergarten TEKS. The skill sets are organized along a continuum of phonological awareness skill development. In the schedule for kindergarten, students are tested over Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, and Onset and Rime at the beginning of the year. In the middle of the year, Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset and Rime, Phoneme Segmentation, and Blending Phonemes are tested. For the end-of-year assessments, students are tested over Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset and Rime, Phoneme Segmentation, Blending Phonemes, and Initial Sound Substitution.
- The diagnostic tools included in the materials reflect the continuum of phonics skills as explained in the kindergarten TEKS. The skill sets are organized along a continuum of phonics skill development. The assessments include testing for the beginning-, middle-, and end-of-year. 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 reading, and progresses to more complex skills,

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

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

- 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 Syllable Awareness, the directions say, “Say the word. Have the student repeat the word and clap for the number of syllables.” There are no scoring directions 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.
- The materials include detailed information that supports teachers’ understanding of the diagnostic tools provided in the curriculum and the scoring procedures. A schedule is included for the Phonological Awareness Assessments with details about kindergarten for the beginning, middle, and end of the year. There is space for observational notes under each subtest. The schedule divides the assessment and lists the recommended subtests such as word awareness, identifying rhyme, and syllable awareness for beginning-of-year. The middle-of-year recommended subtests are word awareness, identity rhyme, and phoneme segmentation, among others. The Phonological Assessment includes a section Next Steps: Using Assessment Results that provides some recommendations for teachers to adjust instruction based on subtest results. The recommendations guide the teacher to focus on power skills of oral blending and segmentation, mostly connected to early reading and writing development, as well as using the intervention resources to reteach specific skills and to “Add movements, such as tapping sounds and using tokens and Elkonin (Sound) boxes to help students physically mark sounds.”
- Consistent directions are provided for the phonics survey. For example, the teacher has the “child point to each word and read it aloud. Circle each correct response. Record the child’s errors to use for error analysis (for example, *send* for *smend*). Record the number correct and note the speed in the boxes on the Comprehensive Phonics Survey: Individual Scoring Sheet.”

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

- 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. In the scoring sections, students are given a point for each correct answer out of the total of possible correct answers.
- The materials include tools to enable teachers to document individual student data regarding progress on taught phonics skills. For example, the phonics survey is given to each student three times throughout the year, at the beginning, middle, and end. Teachers are to gather and record all children’s scores for each testing period to determine small group, differentiated

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instructional needs. They record the number correct and note the speed in the boxes on the Comprehensive Phonics Survey: Individual Scoring Sheet.

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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.
- In the Phonological Awareness Assessment, the students are tested on Word Awareness and Identifying Rhyme. For example, the teacher says the following word pairs *bug/rug*, *hop/hope*, *jump/pump*, *tank/bank*, *floor/flow*, and asks the student if the words rhyme. If the student answers correctly, teachers place a check mark (✓) in the scoring column. If the student's response is incorrect, they make no mark. A form is available with a recording space for the beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY). These skills are part of the TEKS for kindergarten. In Unit 1, Week 2, Day 5, in the Reread for Fluency section, the materials guide the teacher to note students' speed, accuracy, and intonation and provide feedback. The materials guide the teacher to make this note on Day 5 of many weeks of the units.
- Progress monitoring tools reflect multiple accurate methods for assessing students. To ensure accuracy in the assessment of children, the assessments are evidence-based and aligned with the TEKS. The Teacher Resource in the Assessment and Screener resource contains one assessment that can be used for progress monitoring. The Letter-Name Assessment directs the teacher to point to the letter and have students say the name. There is no guidance on when teachers should administer the test. A Letter-Sound Assessment that has the students point to each letter and say the sound is provided with no guidance on when teachers should test. Each of these assessments provides a recording sheet for each student that has a pre-test date and post-test date for multiple tests. Throughout each unit, at the end of each week on Day 5 the materials guide teachers to perform a cumulative assessment on five to six students. The

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material says, “Assess 5–6 students on accuracy and fluency of phonics skills. Take note of fluency issues and decayed learning. Use your findings to form small groups.”

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 administering kindergarten assessments three times a year at BOY, MOY, and EOY. The materials include a Quick Phonics Assessment with Quick Spelling Assessment with directions to administer the tests across a full school year (fall, winter, and spring). For example, in Unit 2, Week 1, Day 5, in Cumulative Assessment, the teacher assesses five to six students on accuracy and fluency of phonics skills. The materials guide the teacher to take note of fluency issues and decayed learning. The assessment is repeated on Day 5 of Weeks 2 and 3 of Unit 2. The materials include a Handwriting Assessment which directs teachers to administer the assessment three times a year—beginning, middle, and end.
- The materials include specific suggestions for how often to progress monitor different groups of students or individuals, depending on the results of their diagnostic assessment. The materials guide teachers to monitor progress at a frequency appropriate for the age and skill development. These include a Print Concepts Quick Check, Letter Name Assessment, Letter Sound Assessment, and Handwriting Assessment. The following guidance is given for the Handwriting Assessment: “Administer this assessment three times a year—beginning, middle, and end. Letter formation is best assessed by reviewing a student’s writing. Collect three samples of the student’s work. Evaluate the letter formation and circle on the chart below letters for which students form inconsistently or incorrectly. Mark both uppercase and lowercase letters. Next Steps: Use the results to form small group handwriting lessons. Model how to write each letter and provide opportunities for students to trace the letter and then practice writing it on paper. Remind students to say the letter’s sound when writing the letter. Finally, have students copy and write 5–7 words containing the letter.”

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Indicator 4.3

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

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

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.

- The materials support teachers' analysis of diagnostic data to inform the response to individual students' strengths and needs. In the Assessment section, the materials include a Phonological Awareness Assessment. 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, "Based on your phonological awareness assessment results, adjust pacing as some students might have difficulties maintaining the pace of skills introduced during the Tier 1 instruction. These students need more time on task and instruction delivered in small groups or one-on-one. Use the intervention resources to reteach specific skills. Focus on the power skills of oral blending and oral segmentation mostly closely connected to early reading and writing development."
- The materials include a Grading tool for teachers to assist with grading the completed tests. The assessment includes recording sheets for individual categories such as Word Awareness, Identify Rhyme, Syllable Awareness, and Initial Sounds are grouped into one test. Another test includes Final Sounds, Medial Sounds, Differentiating Sounds, and Onset and Rime. The recording sheets include a numeric system for the documentation of student performance. The form allows for easy tallying up of numbers for individual performance scores. The materials include eAssessments that teachers assign to check in-class progress. The assessments include a reference rubric used to evaluate student work that could determine if there's been growth over time throughout the year.

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- 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.

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 Phonological Awareness Assessment materials include a chart in Assessment Next Steps. The chart separates the steps by grade level. The chart includes sections for teachers to focus on certain skills depending on the grade level. Each unit includes a Unit Assessment that lists sections for How to Use the Information and Next Steps.
- The Phonological Awareness Assessment Next Steps outlines for the teacher how to adjust instruction based on the assessment. In kindergarten, it states, “Based on your phonological awareness assessment results, adjust pacing as some students might have difficulties maintaining the pace of skills introduced during the Tier 1 instruction. These students need more time on task and instruction delivered in small groups or one-on-one. Use the intervention resources to reteach specific skills. Focus on the power skills of oral blending and oral segmentation, most closely connected to early reading and writing development. Add movements, such as tapping sounds and using tokens and Elkonin (Sound) boxes to help students physically mark sounds.”

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

- The materials include a variety of resources that align with data, allowing teachers to plan different activities in response to student data. The materials include high-frequency word cards for student practice. The materials guide the teacher to display the words and have the students spell and read each word as a group. The materials include Letter Songs videos for the students to reinforce the learning of letters and sounds.
- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, the program provides direct instruction of phonics concepts followed by spiral reviews. Small group lessons are also provided for the teacher to help students who are struggling with a concept or that need more support. Student workbooks, called *My Reading and Writing* as well as *Phonic and High-Frequency Words Activity Books*, reinforce decoding and encoding skills, and online interactive learning games provide practice and reinforcement for students. The ePocket chart provides more practice as well.
- 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

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their results. For example, the guide says, “Use the intervention resources to reteach specific skills. Focus on the power skills of oral blending and oral segmentation, most closely connected to early reading and writing development. Add movements, such as tapping sounds and using tokens and Elkonin (Sound) boxes to help students physically mark sounds.”

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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 some guidance, scaffolds, supports, and extensions that maximize student learning potential.

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

- 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 targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. In Unit 1, Week 3, Day 1, in Blend Words, the teacher displays the Letter Cards for the word *am*. The teacher models blending the sounds. In Check to See, the materials guide the teacher to focus on blending, dictation, word-building, and reading and writing about decodable texts provided for Small Group Instruction if the students have difficulty blending the word.
- Materials provide additional lessons for targeted instruction that include differentiated instructional approaches. For example, materials contain additional lessons for small group instruction that is based on students’ areas of need. Each day of the lessons includes a whole group lesson and a small group lesson. In Unit 6, Week 1, Day 3, the small group lesson indicates that the teacher should “Use the following activities during small group time to reteach and

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reinforce the whole-group mini-lesson.” The small group lesson includes directions for rereading the text, a draw-and-write activity, independent practice/partner work, and an Extra Support section that supports students with directions to preview the next day’s lesson. The teacher is provided instruction that says, “You may wish to conduct another reading of *The Red Hen*, having partners read to each other while you circulate and monitor the reading.” While students are independently working, the directions indicate that the other students are to reread *Play Ball!* in *My Reading and Writing* or read decodable readers, which both contain words to practice with the week’s focus skill, /e/.

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. In Unit 7, Week 1, Day 1 in the Blend Words activity, students identify and blend words with the letter *w*. In the practice portion of the activity, there are challenge words listed for students to practice with to extend blending CVCC instead of CVC words.
- The Additional Resources section of each Teacher’s Resource System includes targeted instruction and activities to accelerate learning for students who are above level. The “Above-Level Student Supports for Phonics” provides detailed guidance for providing acceleration and enrichment as well as a 30-week plan with targeted instruction for students who have achieved grade-level mastery for each week. Also found in the Additional Resource section of each Teacher’s Resource System is “Differentiated Phonological Awareness Routines.” The routines in this bank can be used during whole- and small group instruction to provide additional practice for students who need extra support and to provide extensions for advanced students.

Materials provide enrichment activities for all levels of learners.

- The materials provide enrichment activities for all levels of learners. The materials are not differentiated to meet specific student needs but are the same for all students. The kindergarten materials include phonics and letter songs to engage students and apply their phonics knowledge. The materials include Letter Cards that students use to build words to practice and apply skills. For example, the teacher manual has suggestions for engaging activities such as word sorts, word building, songs, and learning games in which students apply their phonics knowledge independently. Unit 7, Week 2, Day 5 includes a speed sort, “Write these words in random order: *mop, stop, hop, plop, tip, trip, slip, dip*. Have students write the words on cards and sort them according to their spelling and ending sounds (*-op, -ip*). Then have pairs mix up the cards and challenge themselves to sort the words at a faster rate.”
- The material includes interactive learning games to engage students in extra practice learning phonics skills. These activities are to be used by all levels of learners. There are multiple games for students to provide students with extra practice, such as Balloon Pop, Sorting, Word Builder, and Matching. In the Balloon Pop game for the letter *a*, students are popping the balloons that have a word that begins with the letter *a*. The students pop the balloon, and the game reads the word to students. The online material also includes Phonics Songs to go with different phonics skills as well as High-Frequency Word videos.

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Indicator 5.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include a variety of instructional approaches to engage students in mastery of the content. The kindergarten materials include Interactive Big Books for the units. The books include engaging stories with interactive activities such as underlining and circling words. The materials include Sound Spelling Cards for the phonics lessons. The cards have pictures to support the phonic pattern on the front. On the back, the card includes a chant for the letter, articulation, sample words, and an action rhyme to help support learning of the phonic pattern.
- Throughout all of the units the material provides many developmentally appropriate instructional approaches, such as choral reading and shared reading. For example, in Unit 7, Week 1, Day 1 in the Spelling-Sound Correspondence, students are introduced to the letter *w*. The teacher uses the Picture Word Card for the word *wagon*. The teacher then displays the Sound-Spelling Card and reads the action rhyme and invites students to join in. The teacher displays the Frieze Card for the letter *w*. The teacher says the name of the picture *watch* and explains that *watch* starts with *w*. The teacher and students work through the practice words *wet*, *worm*, *wiggle*, *window*, and *will*. The teacher plays the letter *w* song at the end of the lesson.

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

- In Unit 2, Week 1, Day 1, the teacher introduces the skill *s* to the whole group. The teacher models and practices with the students. The students practice writing the letter *s* on paper or a work mat. The students watch the Letter S video. In the high-frequency section, the students work with partners to use each word in an oral sentence.

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- Materials support a variety of instructional settings. The materials have each week of every unit broken down by days. Each day's lesson is either listed as a whole group or small group. In Unit 4, Week 1, Day 1 Small Group under the Independent Practice/Partner Work, the material directs teachers to have partners reread previous weeks' stories in *My Reading and Writing* and the decodable lap book to build fluency throughout the week while the teacher is working with small groups. The Independent/Partner Practice is listed together. While the teacher meets with small groups, they have students reread previous weeks' stories in *My Reading and Writing* and the decodable readers to build fluency throughout the week.

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

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials encourage strategic use of students' first language as a means to 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 2, Week 1, Day 5, the materials include a section for English Language Development (ELD) called Integrated ELD. The materials include a guide for teachers to provide light support, moderate support, and substantial support. In light support, the teacher reminds the students that a story they read was about four children with the same name. The students use letter Cards *a*, *m*, and *s* to create the name. The students discuss that the name is also the title. In Unit 5, Week 2, Day 3, in Integrated ELD, the teacher reads the text with students and writes the sentences *Hop on the bus, Bear. Hop on the bus, Giraffe. Hop on the bus, Elephant. The bus is fun!* on sentence strips. The teacher reviews the bold story words, and students find a picture of the words in the story. The teacher mixes the sentence strips, and the students read and connect each sentence strip to a story picture.
- Materials include linguistic accommodations commensurate with various levels of English language proficiency as defined by the ELPS. Unit 10, Week 1, Day 5 includes a box labeled *Integrated ELD* that explains light support, moderate support, and substantial support for English Language learners. The light support includes students choosing letter cards to form the word *put* and practice sentences using the word *put*. Moderate support directs students to choose from letter cards to form the word *put* and follow a routine, "Point to each letter. Say each letter name together. Name the letter the word begins with. Say the word together. Spell the word together. Practice using the word *put* in a sentence." The substantial support section

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includes the teacher writing the word *put* on a card and following a routine after showing the students the card, “Point to each letter. Say each letter name together. Name the letter.”

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.
- The materials provide ways to inform families about program objectives and suggest ways parents can help their student's progress and achievement. The Reading Log that students have access to explains, "The next time your mom, dad, guardian, or teacher asks, 'Did you do your homework?' You can say, 'Yes!' The My Reading Log is all about your completed reading assignments. You can use the My Reading Log page anytime you, a family member, or a teacher wants to know about your completed assignments. Check it often so you know which assignments you've done for each teacher and by date. You can also write book reviews, submit to your teacher for approval, read what you wrote about a book, and print."
- The materials include information about how families can support student progress and achievement. For example, the materials include two different letters to provide support. An e-letter provides online access to the platform and strategies and options for choosing e-books. There is a general welcome letter that explains the concepts of the program. The materials contain a *Take-Home Activity Calendar* at the end of each unit in the *My Reading and Writing*

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Book, where families can find suggestions for families to complete at home in order to support their student's learning. For example, in Unit 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 their student's learning and development. The Resources section online has a letter to parents. The letter provides tips to help students at home, provides unit information, and explains the use of the interactive texts. In the Help section in Getting Started, a Parent or Guardian Letter is included. 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. On the last page of each unit in the *My Reading and Writing Book*, families can find a *Take-Home Activity Calendar* on how parents can support their children's learning at home. For example, Unit 7 gives directions for parents to complete the fluency check with their child, which reinforces the phonics skills that have been learned. Students have to identify the letter and sounds for *w, l, j, e, g, d, b, u*, and *r* and read the words *wet, wig, and web*.
- The materials include information about specific strategies and activities for families to use at home to support their student's learning and development. In Unit 9, there are nine choices of activities for families to conduct. One is called Sound It Out, "Write the words *top, tape, mat, and mate*. Help your child sound out each word. Have your child reread one story from last week to build reading fluency."

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. An e-letter provides online access to the platform and strategies and options for choosing e-books. E-assessments are assigned and administered throughout the year. There are teacher directions for printing the individual, class, or summary reports in the Help section. The Assessments section for each unit includes Phonological Awareness Quick Checks and Assessments. The scoring sheets show student performance in various skills.
- The materials include information about how to communicate with families in an ongoing manner regarding student progress. The Help Section indicates that "Parents do not have access to Benchmark Universe. However, teachers can print a report of the student's assessment performance for standards and test scores. Teachers can select strands, standards, or test scores to demonstrate the areas the student is excelling or needs improvement. Additionally, teachers can share assessment feedback with students. Parents can ask students to log in at home and share this feedback."

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Indicator 6.2

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

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

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

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

Evidence includes but is not limited to:

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

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

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

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

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

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

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

- The digital materials enhance student learning without being distracting or chaotic. The materials include 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.
- Students can easily find digital resources by selecting the resource needed for the lesson. Each material is labeled with a picture and the title underneath. For example, in the ePocket chart long e labeled for grade K, Unit 10, Week 3, Day 1 has the three activities students use in the drop-down menu. Students select which activity they are working on, and the cards needed for the activity appear at the bottom. This ensures students have only the material they need for the activity. Students can then drag the cards to the top of the ePocket chart as needed for the lesson.