

Benchmark Education Grade 2

English Phonics Program Summary

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

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not Reviewed	Not Reviewed
Grade 1	100%	100%	Not Reviewed	Not Reviewed
Grade 2	100%	100%	Not Reviewed	Not Reviewed
Grade 3	100%	100%	Not Reviewed	Not Reviewed

Section 2. Instructional Approach

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

Section 3. Content-Specific Skills

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

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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 | 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 cohesive scope and sequence that outlines the essential knowledge and skills that are taught throughout the entire year. There is a scope and sequence that lists the focus of the skill and what skills are being taught and reviewed. In Unit 1, students are introduced to decoding and encoding words with short vowels, one-syllable words, initial and final blends, consonant digraphs, and closed and opened syllable types. By Unit 4, students learn r-controlled vowel syllables. In the product support section, there is a separate document that correlates the essential knowledge and skills to the benchmark workshop. Unit 6 introduces /oo/ vowel team syllables. The document lists the skills taught each week in each unit. By the end of Unit 10, students have covered decoding and encoding with possessive nouns, prefixes, and suffixes. The scope and sequence list the phonological skills that are explicitly taught each week. In Unit 1, Week 2, Day 1 includes the TEKS 2.2A(iii) for Phonological Awareness: blending and segmenting multisyllabic words by syllable and the TEKS 2.2B (iii) for Phonics: decode and encode words with open and closed syllables. The skills at a glance document provides a more detailed skill focus
- The scope and sequence does not include the TEKS. However, in the Product Support section, the materials include a chart that outlines the correlation between the lessons in the materials

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and the TEKS. The outline includes specifically which unit addresses TEKS. The grade 2 correlation chart includes the knowledge and skills statement, the TEKS and student expectations, and the location of the units within the Teacher's Resource System. The materials provide a pacing guide for each unit along with a skills by glance. The document lists TEK 2.C(ii) as addressed in Units 7 and 9.

- Each unit of the curriculum includes a suggested pacing guide. The guide lists an overview of the activities of each of the three weeks in each unit. The pacing guide for Unit 5 includes VCe and consonant syllable activities for Day 1. Day 6 focuses on vowel team syllable /oi/, and Day 11, vowel team syllable type /ou/. The TEK aligned with the activities is 2Aiv.

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 that shows the progression of skill development from year to year. The materials outline the progression of skill development by grade level through the scope and sequence document. The teacher materials give an overview of phonics and phonemic awareness skills learned the previous year, as well as those that will be learned the following year, which is found in the kindergarten-grade 2 scope and sequence. In the grade 2 teacher manual, there is an overview of the phonics skills learned in kindergarten and grade 1. The lesson plans at the beginning and end of each year review and build upon the previous year's lessons. For example, in grade 1, Unit 10 ends *long e*, which is then taught again and spiraled in Unit 2 of grade 2. Each week of each unit has a spiral review that revisits previously taught skills.
- The scope and sequence in the Teacher Resource Manual provides the phonological awareness skill that is taught each week, starting in kindergarten through second grade. In the Scope and Sequence for second grade, phonics skills in Unit 10, Weeks 1, 2, and 3 cover possessive nouns, prefixes, and suffixes. In the Scope and Sequence for third grade, students start by decoding and encoding words with short vowels and move on to long vowels.
- 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. There is evidence through the scope and sequence that shows some progression of skill development. Unit 10 focuses on complex vowels, *long e* with *y* and *ey*, phoneme blending, and phoneme isolation. The first unit of grade 2 starts with short vowels, one-syllable words, final blends, and consonant digraphs. At the end of second grade, Unit 10 focuses on possessives, prefixes, and suffixes. Unit 1 in third grade focuses on a review of short and long vowels.

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 follow a systematic progression from simple to more complex concepts. In the Scope and Sequence in the Primary Skills column at the beginning of the year in Unit 1, Week 1, Day 1, students blend short vowels, one-syllable words, initial and final blends, and consonant digraphs. By Unit 5, students have progressed to decoding and encoding VCe syllables. In Unit 5, Week 1, Day 1, students learn VCe. The teacher says, "A vowel consonant-e

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syllable ends in a silent final e. The vowel and the e work together as a team to say the vowel's name."

- Grade 2 lesson objectives begin with a review of skills taught in grade 1 and then use those skills to begin decoding and encoding multisyllabic words. Lessons begin with simpler multisyllabic words such as compound words and multisyllabic words with closed syllables (reviewed from grade 1 in Unit 1, Week 2, Lesson 1) and then quickly progress to more complex multisyllabic words, including those with inflectional endings and varied syllable types in Unit 7, Week 2, Day 1. The materials guide the teacher to introduce *long e*. The teacher displays the *long e* Sound-Spelling Card. The teacher says, "This is a picture of a *leaf*. The vowel sound in *leaf* is /e/. The /e/ sound is spelled many ways: *ee, ea, e, e_e, y, ey, ie*. In the word *leaf*, /e/ is spelled with *ea*." The teacher provides additional practice with words with *long e*. On Day 2, the students sort words with *long e* spellings *ee, ea, e, e_y, y, ey, and ie*. On Day 3, the students read *Bee and Daisy* and point out *long e* spellings in the story like *Bee, Daisy, she, each, here, and field*. The materials move from the introduction of sounds to sorting and reading (decoding) words with *long e*.

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Indicator 2.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Although the materials do not specifically list the gradual release of responsibility by including subtitles in the teacher guide, the lessons include detailed guidance for modeling skills, including how to introduce a skill and explain the skill to students. For example, the (I do) piece includes a teacher script for modeling Blending and Building Words. The teacher is directed to “Write the words on index cards. Have students use the word cards to build compound words (bathtub, bedroom, bathroom). Ask students to use each word in a sentence and discuss how they figured out its meaning.” The (We do) piece includes directions to read interactive text. The directions say, “Model how to blend decodable words and read high-frequency words that students need support with. Then prompt students to reread the sentence from the beginning.” The lesson includes detailed guidance for teachers on how students can practice and apply new skills through independent practice. The (You do) piece provides information for students to apply foundational skills and practice reading during Independent Practice in the Small-Group lesson. While the teacher is meeting with small groups, instructions tell the students to “reread “The Wright Brothers Take Off!” to a partner. Time each other using this week’s Build Automaticity activity and record their first words-correct-per-minute score.”
- In Unit 4, Week 1, Day 1, the teacher introduces r-controlled vowels *or*, *oar*, *ore*. The teacher displays the Sound-Spelling Card. The materials include a script for the teacher in the I Do section. The teacher says, “This is a picture of *corn*. The middle sound in *corn* is /ôr/. The /ôr/ sound can be spelled several ways: *or*, *oar*, *ore*. In the word *corn*, /ôr/ is spelled with *or*.” The teacher provides an example for each spelling of /or/. The materials include sample words in bold text like *roar*, *horn*, and *more* for the teacher for each spelling of /or/. The students are gradually released to independent practice. The teacher says the words *fort*, *soar*, and *score*.

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The students listen for the /or/ sounds and write the words on paper or a workmat. The students underline the r-controlled vowel spelling.

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

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

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Indicator 2.3

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include information about common misconceptions related to specific phonics skills. The materials include a section on Benchmark Phonics Routines. The section includes a video on Common Pitfalls under Phonemic Awareness. In Unit 1, Week 1, Day 3, in the High-Frequency Words section, the materials include a note for the teacher to “Point out to students that *for* can be easily confused with the words *of* and *from*.”
- The materials share guiding principles related to specific phonics skills. In the Benchmark Phonics Training video, Wiley Blevins explains the importance of systematic phonics instruction through the seven foundations. The Scope and Sequence is considered the spine of effective phonics instruction. The materials share guiding principles related to specific skills. In the Welcome Letter from Wiley Blevins, the author explains that “instruction needs to move to practice through reading and writing application. Practice is where learning sticks and transfer thrives. Practice is more than isolated drill-type work with a particular skill; it requires application in authentic reading and writing experiences. This is where Benchmark Phonics really

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shines. It provides teachers with the necessary road map, explicit instruction, and efficient use of instructional time. It provides students with unique tools that maximize learning, with purposeful reading and writing application throughout.”

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

- The materials guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. The materials consistently use supports such as letter and syllable tiles in the ePocket chart, songs, Elkonin boxes, picture cards, and counters to support student understanding. The Small-Group lesson in Unit 8, Week 1, Day 2 instructs the teacher to “Give students Elkonin boxes and Letter Cards *a, e, e, i, o, c, f, h, l, m, n, r, s, s, v, w*. Say the word *man*, and ask students which letters they need to make the word. Have them push forward Letter Cards to spell the word. If the word doesn’t look right, have them try again.”
- The materials provide sufficient details for teaching each strategy. In Unit 7, Week 1, Day 1 in the Blend and Build Words, the teacher begins by displaying the letter cards for the word *seashell*. The teacher says, “With most compound words, the two smaller words give a clue to the word’s meaning. The word *seashell* is made up of the words *sea* and *shell*. A *seashell* is a *shell* found in or near the sea or another large body of water.” The teacher continues modeling with the word *newspaper*.
- The materials include an explanation or overview of the instructional routines used consistently throughout the program. In Unit 2, Week 1, Day 1, in the Spelling-Sound Correspondences, the teacher introduces the Long o with a Sound Spelling Card. The teacher says, “This is a picture of a *boat*. The vowel sound in *boat* is /o/. /o/ is spelled many ways: *oa, o, oe, ow, o_e*. In the word *boat*, /o/ is spelled with *oa*.” The Sound Spelling Card routine is used throughout the materials to introduce sounds. In Unit 5, Week 1, Day 1, in High-Frequency Words, the teacher introduces the high-frequency words for the week using the Say, Spell, Read, Write routine. The routine is used throughout the material to introduce high-frequency words usually on Day 1 of each unit.

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

- Materials include guidance for providing students with immediate, corrective feedback. In Unit 1, Week 1, Day 1, in Transition to Multisyllabic Words, the students practice reading the words *pan/panic, hid/hidden, cab/cabin, and chick/chicken*. The students chorally blend the syllables. The materials direct the teacher to provide corrective feedback as needed. In Unit 4, Week 1, Day 1, in Phonological Awareness, the students practice adding initial and final sounds to various words. The materials include directions to provide corrective feedback.
- Materials include guidance for providing students with immediate feedback. In Unit 7, Week 1, Day 1 in the Phonological Awareness: Add Initial and Final Sounds activity, students practice adding initial and final sounds to words. The material guided teachers to provide corrections.

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

- The materials provide detailed guidance for connecting previously taught phonics skills to new learning. In Unit 3, Week 2, Day 1, the teacher displays the Sound-Spelling Card for r-controlled vowel syllables. The teacher reminds students that the vowels must always stay together with

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the *r* in one syllable because they make one sound. In Unit 4, Week 1, Day 1 in High-Frequency Words, for spiral review, the teacher combines the week and the previous week's High-Frequency Word Cards. The teacher displays the cards one at a time, and the students chorally say each word.

- The materials do not specifically make reference to previous lessons in the script, but there is evidence for connecting previously taught phonics skills to new learning. For example, In Unit 9, Week 1, Day 5, Spiral Review is included as students practice dictation and spelling. The directions say, "Spiral Review: *boldest, walker, collector, knives, mice*. Note: These sentences are cumulative and reflect spelling patterns recently taught. Continue to monitor students' spelling of words with this week's skill over the upcoming weeks in the spelling test sentences and in their writing words with these skills."

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

- The materials include clear guidance on the recommended length for each lesson. In Unit 1, Week 1, Day 5, the students read *Meet Ranger Diaz* independently to help build fluency. The teacher provides support. The students previously read *Meet Ranger Diaz* during the lesson on Day 3 of the same unit. The materials suggest providing five minutes for the students to read. In Unit 4, Week 2, Day 2, the teacher displays the high-frequency words *always, any, blue, buy, city, draw, four, great, how, and live*. The students read the words. The teacher discusses homophones *by/buy*. The high-frequency words are introduced on Day 1 of the same unit. The teacher works with the students pointing out vowel teams. The activity suggests three to five minutes.
- The material gives suggested time for each component of the lesson. For example, the Spelling-Sound Correspondence activity suggests one to two minutes, Blend and Build Words two to three minutes, Transition to Multisyllabic Words two to three minutes, Spelling Patterns Quick Check five minutes, and High-Frequency Words three to five minutes. For the Small Group and Independent Practice, the suggested time for the entire lesson is 10–15 minutes. The materials do include lessons that include the gradual release of responsibility, but pacing support is not included.

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Indicator 2.4

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Lessons use consistent routines to introduce and review phonics skills. The materials include Build Automaticity pages for the phonic pattern of the lessons in each unit. The Build Automaticity list includes one-syllable and multisyllabic words that follow the phonic pattern for additional student practice. The students practice reading with a partner and underline various spelling patterns in the words. The materials for Day 5 consist of units that review the routine for multisyllabic words. The teacher writes a word with a spelling pattern of the week. The teacher asks the students to identify the pattern. The teacher makes the one-syllable word a two-syllable word and models how to read the multisyllabic word.
- For example, Unit 6, Week 2, Day 5 includes Spiral Review with the words to dictate and spell including *blue*, *pound*, *town*, *pointed*, and *joyful*. The scope and sequence indicates that the skills reviewed include /oo/ vowel team syllable patterns (*oo*, *ui*, *ew*, *ue*, *u*, *ou*, *oe*, *u_e*). The directions at the end of the lesson include information for cumulative review that says, “select five or six students to assess using this week’s assessment for accuracy and fluency on students’ phonics skills. Take note of fluency issues and decayed learning. Use your findings to form small groups.”
- Materials include intentional cumulative review and practice activities throughout the span of the curriculum. The materials include intentional practice and review decoding using previously learned and newly learned phonics skills throughout the year. For example, In Unit 5, Week 1, in the High-Frequency Words activity, students learn new high-frequency words in the practice portion of the activity in the Spiral Review. In Unit 6, Week 2, Day 5 includes Spiral Review with the words to dictate and spell, including spiral review of *blue*, *pound*, *town*, *pointed*, and *joyful*. The materials also include a “note: Mastery of the week’s spelling patterns is not expected. Spelling patterns will be reviewed in successive units. Continue to monitor students’ use of the

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patterns in their writing.”

- The materials include Build Automaticity pages for the phonic pattern of the lessons in each unit. The Build Automaticity list includes one-syllable and multisyllabic words that follow the phonic pattern for additional student practice. The students practice reading with a partner and underline various spelling patterns in the words. The materials for Day 5 consist of units that review the routine for multisyllabic words. The teacher writes a word with a spelling pattern of the week. The teacher asks the students to identify the pattern. The teacher makes the one-syllable word a two-syllable word and models how to read the multisyllabic word.

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

- Decodable texts incorporate cumulative practice of taught phonics skills. For example, decodable texts align closely with the scope and sequence of the lessons, connecting previously taught objectives to new ones. In Unit 3, Week 1, Day 2, the lessons include words that contain *long u*, “Guide students through a reading of Interactive Text ‘Rules and Laws’ to focus on *long u* spellings in one-syllable words. Read the title. Have the students whisper-read the text as you circulate and listen in.”
- The materials include decodable texts incorporating cumulative practice of taught phonics skills. In Unit 3, Week 1, the phonic skill is vowel teams *long u*. The lessons focus on *long u* vowel teams, and Unit 3, Week 1, Day 2 includes an interactive text, “Rules and Laws” that focus on *long u* spellings in words. In Unit 4, Week 2, the skill for the week is r-controlled vowels /ir/ (*ear, eer, ere*). The lessons for the week focus on the phonics skill, and in Unit 4, Week 2, Day 2, the teacher guides the students in a reading of *The Shoemaker and the Elves*. The students circle the words with r-controlled vowels *ear, eer, ere*. The text increases in complexity throughout the material.
- The materials practice opportunities include only phonics skills that have been explicitly taught. The Pacing Guide for Unit 3 lists r-controlled syllable /ar/ as the focus of Week 2. In Unit 3, Week 2, Day 3, the teacher provides word clues for spelling words with r-controlled syllables /ar/ like *farm, car, smart, and large*. The students write the word that goes with each clue. Unit 5, Week 1 lists the student objectives as blend and spell words with VCe and consonant -le syllables. In Unit 5, Week 1, Day 4, the teacher explains that when a word ends in -le, the consonant before it plus the -le form the last syllable. The teacher models with consonant -le words such as *turtle, sizzle, needle, and maple*.
- Students apply the focus skill for the lesson from previous lessons during guided and independent practice. For example, In Unit 7, Week 2, Day 4, the teacher script says, “Read the title ‘Sacagawea’ aloud. Point out the words *exploring* and *stopped* in the first paragraph, and discuss the spelling change made when the inflectional ending was added. Have the students whisper-read the text as you circulate and listen in.” In Unit 8, Week 1, Day 2 in the Blend and Build Words activity, students build and blend words with irregular plural nouns. After the students have completed the main focus phonics skill, students practice previously learned skills in the Spiral Review portion of the activity. In Unit 9, Week 3, Day 3, the teacher script says, “Have students independently whisper-read ‘A New Business.’ Circulate and listen to their readings. Provide corrective feedback.” The words included are words containing skills previously taught and high-frequency words that were previously taught.

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing phonemic awareness activities that begin with (the smallest unit of sound) and gradually transition to more complex manipulation practices. The sequence follows the phonemic awareness continuum. In Unit 1, Week 1, throughout the week in Phonological Awareness, the student is oral blending and segmenting. In Unit 2, Week 1, Day 2, the teacher displays Letter Cards for *told*. The teacher blends the sounds. The teacher then replaces the *t* with *h* and repeats blending the sounds for *hold*. The

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

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

- Materials include scripted direct (explicit) instruction for teaching phonemic awareness. In Unit 2, Week 1, Day 1 in the Phonological Awareness: Oral Blending and Segmenting Words with Final Blends activity, the teacher says, “Say the sounds: /p/ /a/ /s/ /t/. Ask students to repeat and blend the sounds into a word: /paaasst/, *past*. Say a whole word: *past*. Ask students to repeat and segment the word into the sounds they hear: /p/ /a/ /s/ /t/. Tap each sound as you say it.” In the practice portion of the activity, the teacher repeats the routine with the practice words.
- The materials include explicit instruction on how to articulate phonemes clearly. In Unit 3, Week 2, Day 1, the teacher displays the letter cards for the word *cat*. The teacher models blending the sounds together. The teacher then models adding an *r* after the *a* to make the word *cart*. The teacher says, “I can add an *r* after the *a* to make the r-controlled vowel spelling *ar*. The *ar* spelling stands for the sound /är/. Listen as I blend the new word: /kärt/. Say the word with me: *cart*.” The lessons provide correct letter sounds for teachers to reference in the script in Unit 4, Week 3, Day 1. The teacher displays the Letter Cards for *car* and models blending the sounds. The teacher says, “This is the letter *c*. It stands for /k/. These are the letters *ar*. The letters stand for the r-controlled vowel sound /är/. Listen as I blend these sounds together: /kär/, *car*. Say the word with me: *car*.” The teacher adds *e* after the *r* to make the word *care*. The teacher says, “I can add an *e* after the *r* to make the r-controlled vowel spelling *are*. The *-are* spelling stands for the /âr/ sound. Listen as I blend the new word: /kâr/. Say the word with me: *care*.”

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

- The materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. In Unit 3, Week 3, Day 1, the teacher displays the Letter Cards for *bun*. The teacher blends the sounds and says, “This is the letter *b*. It stands for /b/. This is the letter *u*. It stands for /u/. Listen as I blend these sounds together: /buuu/. This is the letter *n*. It stands for /n/. Now listen as I blend all three sounds together: /buuun/, *bun*. Say the word with me: *bun*.” The materials transition students from oral language activities to encoding.
- The materials provide specific and precise terms that teachers can use during core instruction

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for connecting phonemic awareness skills to the alphabetic principle. Throughout Unit 4, Week 1, students are working on identifying, blending, and spelling words with r-controlled vowels. In Unit 4, Week 1, Day 1, in the Phonological Awareness: Add Initial and Final Sounds, students add initial and final sounds to words with r-controlled vowels. The teacher says, “Say a word: *art*. Then say a sound: /ch/. Have students add the sound to the beginning: /ch/ /ärt/, *chart*. Say a word: *for*. Then say a sound: /k/. Have students add the sound to the end: /fôr/ /k/, *fork*.” In the practice part of the activity, the teacher repeats the routine with the practice words and has students say the final word.

- In Unit 5, Week 3, Day 1, the teacher displays the diphthong /ou/ Sound Spelling Card. The teacher says, “This is a picture of a *cow*. The vowel sound in *cow* is /ou/. The /ou/ sound is spelled two ways: *ou* and *ow*. In the word *cow*, /ou/ is spelled with *ow*.” The teacher points to the Sound Spelling Card and provides a word sample for *ou* and *ow*. The materials provide the sample words loud and down. The students practice writing the words *proud*, *out*, *town*, and *vow* on paper or their workmat on their own with teacher guidance.

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

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

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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

Meet | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing grade-level sound-spelling patterns as outlined in the TEKS. In the book *Launching the Phonics and Word Study Workshop*, there is a section on routines. The second-grade materials contain 15 common routines to teach. Some examples are Routine 4: Build Automaticity, Routine 9: Read Accountable Texts, and Routine 15: Reading Big Words." All routines are set up with a specific format that begins with an "Introduction" and concludes with a "Share and reflect." Additionally, there is some sort of modeling or explaining and practice indicating a gradual release of responsibility from teacher to student. For instance, in Routine 4: Build Automaticity, the learning goal states, "I will be able to decode words with speed and accuracy to improve fluency."
- In grade 2, the scope and sequence guides the learner through all of the spelling patterns according to the TEKS. For example, Unit 1 begins with short vowels, one-syllable words, initial

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and final blends, consonant digraphs, and ends with long vowel teams. The Scope and Sequence document shows the transition from single-syllable words to multisyllabic as the units progress. Unit 3 addresses *long u* vowel syllables, and then Unit 6 introduces /oo/ vowel team syllables.

- In the Unit Resources section of each unit, the materials include a Pacing Guide. The pacing guide shows a systematic progression of sound-spelling patterns. In Unit 3, vowel teams are introduced throughout Week 1. Throughout Week 2, r-controlled syllables /ar/ are introduced, and /ur/ is introduced throughout Week 3. The pacing guide shows a clear outline for each day of the week. The teacher materials provide a Suggested Pacing Guide that includes bullet points for the focus of each lesson for each unit with more specific skills based on Whole-Group Lessons and Small-Group Lessons.

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

- The lesson script includes a specific objective for the sound-spelling pattern to be learned. For example, in Unit 1, Week 3, Day 1, Spelling-Sound Correspondence, the teacher displays the *long a* Sound-Spelling Card. The materials guide the teacher to say, “This is a picture of a *train*. The vowel sound in *train* is /a/. The /a/ sound is spelled many ways: *a*, *ai*, *ay*, *a_e*, *ea*. In the word *train*, /a/ is spelled with *ai*.” The material guides the teacher to point to each spelling on the card and provide a sample of the word with the vowel pattern. The teacher continues to practice with *acorn*, *pain*, *steak*, *gray*, and *game*. The students listen for the *long a* sound and write the word on paper or a workmat. The students underline the *long a* spelling. The lessons spiral back and connect the new pattern to previous sound-spelling patterns in each lesson. For example, Unit 4, Week 1, Day 1 contains a spiral review in the Spelling Patterns quick check.
- The materials include a gradual release of responsibility within lessons. For example, in Unit 5, Week 2, Day 1, the teacher says, “I can add an *i* after the *o* to make the vowel team *oi*. The vowel team *oi* stands for the /oi/ sound. Listen as I blend the new word: /moist/. Say the word with me: *moist*. Continue modeling the words *con*, *coin*. The students practice independently by writing each word *join*, *joy*, *Roy*, *noise*, *voice*, *point*, *foil*. Have students chorally blend the sounds.”
- The materials use the gradual release of responsibility. In Unit 7, Week 1, Day 2, the materials in the section Silent Letters, the teacher writes the word *wrap* and asks the students to identify the silent letter spelling and sound. The material guides the teacher to review the *wr* stands for the /r/ sound, *kn* and *gn* stand for the /n/ sound. The students continue to practice with *write*, *know*, *sign*, *gnat*, *knee*, *wreck*, *wrist*, *knob*, *knock*, *wrong*, and *wrote*.
- The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. In Unit 5, Week 2, Day 5, the teacher models blending the sounds for the word *toy*. The teacher then changes the *t* to *b* and repeats blending the sounds. The teacher continues this process for the words *boil* and *broil*. After, students keep practicing using the list of practice words. In Unit 3, Week 1, Day 1, in the Spelling-Sound Correspondence, the teacher introduces *long u* by displaying the iSound-Spelling Card by saying, “This is a picture of a *unicorn*. The initial vowel sound in *unicorn* is /u/. The /u/ sound is spelled many ways: *u*, *ew*, *ue*, *u_e*. In the word *unicorn*, /u/ is spelled with *u*.” The teacher then points to each spelling on the card and provides a sample word. The teacher then says, “Look at the first word I wrote: u-n-i-t. I see *long u* spelled *u* at the beginning of the word. Listen and watch as I sound out the word: /uuu/ /nit/, *unit*.” The teacher then reads the words on the practice list and has students listen for the

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long u sound and write the word down, underlining the *long u*.

- The materials clearly communicate the objectives for the lesson in the Launching Benchmark Phonics and specific and precise terms and statements are present for teachers to use during core instruction. For example, in Routine 12, the teacher says, “Sometimes words will have the same spelling pattern. Learning to spell words that have the same pattern helps us read and write words more easily.” It continues with guidance for the teacher with step-by-step modeling for the teacher.

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

- The materials include various activities that reinforce students’ knowledge of sound-spelling patterns. For example, the Scope and Sequence for grade 2 covers short vowels, vowel teams, and VCe syllable patterns. The ePocket charts and the decodable readers are just a couple of the activities used to develop students’ knowledge. In Launching Phonics Workshop Mini-Lesson 5, the students read *My Pet* aloud. The teacher points out the short vowel spellings in the title. The students whisper-read the text, and the teacher models blending decodable words if the students are struggling.
- In Unit 4, Week 2, Day 2, in the section Spelling, the teacher displays the words *year, deer, near, clear, cheer, fear, ears, steer, hear, and here* on index cards. The students read and chorally spell each word. The students sort the words by r-controlled patterns.
- The materials include sound spelling cards and videos to reinforce sound-spelling patterns. For example, in Unit 6, Week 1, Day 2, students practice and reinforce their knowledge in the *My Reading and Writing* book by encoding and writing words containing the spelling-sound pattern.
- In Unit 9, Week 1, Day 1, Small Group in the section Build Automaticity, the teacher distributes copies of an activity. The students choral read the sections and underline the -y or -ly ending in each word.

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

- The materials for grade 2 range from interactive games, word study booklets, phonics, and high-frequency activity books, and sound wall cards. These resources allow the student to decode and encode in isolation. In Launching Phonics Workshop, Mini-lesson 15, students read the title “Looking Up” aloud. The teacher points out the *long u* spellings in words like *few* and *cute*. Students whisper-read the text as the teacher circulates and listens in. The teacher models how to blend decodable words, reads high-frequency words that students struggle with and prompts students to reread the sentence from the beginning. The teacher guides students through a choral reading of the text. For example, In Unit 3, Week 3, Day 1, in the Transition to Multisyllabic Words, the teacher gets ready to model multisyllabic words. She/he reminds students “that the vowels and r must always stay together in one syllable because they make one sound.” In Unit 6, Week 1, Day 1, the teacher introduces the vowel team /oo/ spelled with *oo, u_e, u, ew, ou, ui, oe*. The teacher displays the Sound Spelling card of /oo/. The teacher says, “This is a picture of a *spoon*. The vowel sound in *spoon* is /oo/. The /oo/ sound is spelled many

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ways: *oo, u_e, u, ew, ue, ou, ui, oe*. In the word *spoon*, /oo/ is spelled with *oo*.” The teacher points to each spelling on the card and provides a sample, such as *moon* and *June*.

- In Unit 10, Week 1, Day 1, in the Blend and Build Words activity, the teacher models with and students use the ePocket Chart to blend and build words. In Unit 3, Week 3, Day 1, in the Transition to Multisyllabic Words, the teacher gets ready to model multisyllabic words. She reminds students “that the vowels and *r* must always stay together in one syllable because they make one sound.”
- In Unit 8, Week 3, Day 2, in the Spelling section, the teacher displays and writes the words *faster, fastest, slower, slowest, newer, newest, colder, coldest, taller, and tallest* on index cards. The students read and chorally spell each word. The teacher makes two columns with *-er* and *-est*. The students sort the words into each of the columns. The students choral read and spell the words.
- The materials include a variety of activities and resources to decode and encode in connected text. For example, in Unit 4, Week 2, Day 2, in the section Read Interactive Text, the students whisper read the interactive text *The Shoemaker and the Elves* in the *Word Study Resource Book*. The teacher models how to blend decodable words if the students are struggling. The teacher directs the students to circle the words with r-controlled vowels *ear, eer, and ere*.

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing regular and irregular high-frequency words. 300 high-frequency words are taught throughout all ten units. The materials listed in the Scope and Sequence for high-frequency words are Dolch, Fry, American Heritage, and Top 150 words in English. According to the Scope and Sequence in the Overview section of each unit, high-frequency words are first introduced in Unit 1, Week 1, Day 1. Throughout Unit 1, the high-frequency words are *a, can, and, come, are, for, big, go, has, I have, is, jump, my, one, put, the, want, what, you, he, like, little, no, of, saw, this, to, we, and with*. The Skills at a Glance highlight the high-frequency words in each unit.

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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 but does not include a routine or any information on decoding any part of the words. The teacher introduces high-frequency words using the routine Say, Spell, Read, Write. The teacher says the word, spells the word, reads it with the students, writes the word while spelling it, and then the students use it in an oral sentence.

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

- The materials provide scripted direct (explicit) instruction for encoding regular and irregular high-frequency words. The materials instruct the teacher on how to model the Say, Spell, Read, Write routine beginning in Routine 5 of the Launching unit and then repeated as new words are introduced. The routine indicates that the teacher should use this procedure: “Introduce—Explain to students why it is important to use a routine when learning to recognize and read new high-frequency words. Model—Say Display a High-Frequency Word Card. Point to the word and read it aloud. Ask students to repeat after you. Spell—Spell each letter in the word as you point to it. Read—Ask students to chorally read and spell aloud the word. Write—Write the word as you spell it aloud. Then have students write the word several times as they say each letter. Apply—Have students turn to a partner and use the word in an oral sentence. Practice—Allow students to practice this routine again with different high-frequency words. Share and Reflect.”
- The material provides a routine for teachers to follow in each introductory high-frequency lesson. In Unit 2, Week 1, Day 1, in the High-Frequency Word activity, the teacher introduces *here, look, me, play, said, see, she, try, about, and because* by following the Say, Spell, Read, Write 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. In Unit 8, Week 1, Day 2 in the Read Interactive Text, students whisper read the interactive text *Dust Storms* as the teacher models how to read high-frequency words that students struggle with. In Unit 4, Week 3, Day 3, the teacher introduces the high-frequency words *another, boy, could, ever, far, from, hurt, over, out, and these*. The teacher writes each word on a rung on a ladder. The students read the words to climb the ladder. The teacher reviews that the vowel sound in *could* is /oo/ and makes the connection between *could, would, and should*. The students spell the words and use them in a sentence. The students write sentences using *could, would, and should*.

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

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). In Unit 1, Week 1, Day 1, the teacher introduces the words *a, can, and, come, are, for, big, go, has, and I*. The teacher follows the Say, Spell, Read, Write routine and displays 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

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write the word as they spell it aloud. In Unit 8, Week 1, Day 2, in the Read Interactive Text section, students whisper read the interactive text *Dust Storms* as the teacher models how to read high-frequency words that students struggle with. In Unit 2, Week 1, in the Interactive Learning Games section, the game HFW Word Builder Game reviews high-frequency words. In the game, the students drag letters to build the high-frequency words and check the answers. The game says the words and the letters while the student builds the words. In Unit 4, Week 2, Day 5, in the section High-Frequency Words, the teacher reviews the words *always, any, blue, buy, city, draw, four, great, how, and live*. The teacher displays the High-Frequency Word Cards from the materials for each high-frequency word. The teacher says the words, and the students repeat and spell the words. The teacher places Letter Cards in a pocket chart in random order. The student forms a word. The students turn to a partner and say a sentence using the word.

- The activities and resources support the student's development of high-frequency word knowledge with constant repetition and review. The PW High-Frequency Word cards are used throughout the lessons to practice decoding the words. 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. The materials include activities and resources for practicing high-frequency words. One example is found in Unit 7, Week 1, Day 1. Students use the Say, Spell, Read, Write routine to learn the new High-Frequency words *always, found, know, and your*.

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

- The materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation. In Unit 2, Week 1, Day 1, the teacher displays high-frequency words for practice, *here, look, me, play, said, she, try about, and because*. The teacher also displays high-frequency words for spiral review: *he, like, little, no, of, saw, this, to, we, and with*. The teacher combines the High-Frequency Word Cards one at a time, and the students chorally say each word. In Unit 4, Week 1, Day 1, the teacher introduces the high-frequency words *long, now, our, some, them, through, upon, was, when, and work*. In the Interactive Learning Games for Unit 4, the materials include a Unit 4, Week 1, HFW Word Builder Game. The students practice building high-frequency words with feedback.
- The materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in connected text (e.g., within sentences or decodable texts). In Unit 3, Week 2, Day 4, the materials provide resources for reading high-frequency words in connected text. During the Read the Text portion of the lesson, the *My Word Study* book provides connected text for students to practice decoding words and reading high-frequency words. In Unit 3, Week 1, Day 2 in the Read Interactive Text, students whisper read the Interactive Text *Rule and Laws* the teacher models how to read high-frequency words that students struggle with. In Unit 5, Week 1, Day 2 in the Read Interactive Text, students whisper read the Interactive Text *Found* as the teacher models how to read high-frequency words that students struggle with.

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Indicator 3.C.3

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles as outlined in the TEKS. For example, the scope and sequence for introducing grade-level syllable types as outlined in the TEKS begins in Unit 1 with students reading and spelling digraphs, open syllable words, closed syllable words, and vowel teams. Vowel teams continue throughout Units 2 and 3. Students are introduced to r-controlled words in Units 3 and 4. Unit 5 focuses on final stable syllables, diphthongs, and VCE. Students revisit vowel teams in Units 6 and 7. The skills progress from decoding single syllables to multisyllabic

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words. Skills are also spiraled throughout the year to reinforce and review skills.

- The skills progress from decoding single syllables to multisyllabic words. Skills are also spiraled throughout the year to reinforce and review skills. In Unit 1, Week 1, Day 1, the lessons transition to Multisyllabic Words. The teacher writes one-syllable words in a column and related multisyllabic words in another column *kit, kitten, nap, napkin, sun, and sunset*. The teacher guides the students to read the words and underline the one-syllable word within the two-syllable word. The lesson progresses to focusing on more complex syllable types, such as building and writing VCe words. In Unit 3, Week 1, Day 4, the teacher explains that “when letters standing for *long u* such as *u_e* appear in a long word, the letters remain in the same syllable because the letters stand for one vowel sound.”

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

- Materials provide instruction applying knowledge of syllable types and syllable division principles to encode one-syllable or multisyllabic words. In Unit 1, Week 2, Day 1, the teacher reminds students that a closed syllable ends in a consonant and usually has a short vowel sound. The teacher models the word *insect*. The lesson guides the teacher on how to model. The teacher writes the syllable *in* and points out that it is a closed syllable. The teacher adds the syllable *sect* and points out that it is also a closed syllable. The teacher circles the short vowel spellings *i* and *e* and explains that each syllable has one vowel sound. The teacher shows students how to divide the word between syllables. The teacher then blends the syllables to read the word. In Unit 1, Week 3, Day 3, in the Spelling activity, the material guides the teacher to have students write the *long a* spelling words that go with each clue.
- The materials provide scripted direct (explicit) instruction applying knowledge of syllable types and syllable division principles to decode one-syllable or multisyllabic words. In Unit 2, Week 1, Day 4, the materials guide the teacher to write the word *foam* and point out the *oa* vowel team. The teacher adds the suffix *-ing* and makes the word *foaming*. The material provides the teacher with important points to tell the students that each syllable has one vowel sound, and they divide the word before the *-ing* ending. In Unit 3, Week 1, Day 4, the teacher writes the word *use* and points out the VCe spelling. The teacher adds *-less* and makes the word *useless*. The teacher circles the vowel spelling *u_e* and explains that each syllable has one vowel sound, and students divide the word before the suffix *-less*.
- The materials include explicit instruction in identifying syllable types and applying that knowledge to decoding. Unit 5, Week 1, Day 1 says, “Display the vowel consonant *-e* syllables Sound-Spelling Card. Explain that a syllable is a word or word part with one vowel sound. A vowel consonant *-e* syllable ends in a silent final *e*. The vowel and the *e* work together as a team to say the vowel’s name. Repeat with the consonant *-le* syllables Sound-Spelling Card. Explain that when a word ends in *-le*, the consonant before it and the *-le* form the last syllable.”

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 spelling-sound skills (through cumulative review). In Unit 1, Week 2, Day 1, the

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

- Students have multiple opportunities to practice new and previously learned syllable patterns during each lesson. For example, in Unit 5, Week 1, Day 2, students learn and review closed syllables. The teacher writes and displays each word: *hope, shape, apple, little, table, purple, baseball, mistake, inside, and useful* on an index card. They ask students to read and chorally spell each word. Then they make a two-column chart and place a card for vowel consonant *-e* syllable on the top of column one and consonant *-le* syllable on the top of column two. Students place each card in the correct column based on the syllable pattern in the word and choral-read and spell the words in each column. The teacher asks students what they notice about the syllable spellings.

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

- Students use a variety of activities and resources to practice decoding multisyllabic words in isolation. For example, in the interactive e-games, students are sorting the r-controlled vowel words *surf, tiger, girl, bird, chair, bear, and hair* by dragging the words and placing them in the correct columns.
- Students use a variety of activities and resources to practice decoding multisyllabic words in decodable text that builds on prior instruction. For example, students use a reading of the Interactive Text “The Brothers Grimm” to focus on vowel team/oo/spellings in one-syllable words. The teacher guides students and has them whisper-read the text while circulating the room and listening in.
- The materials provide a variety of activities and resources for students to practice encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). In Unit 1, Week 2, Day 1, in Share and Reflect, the students tell their partner one word with a closed syllable and one with an open syllable. The students state how they know the difference. The students use the words in a sentence. Although the materials do not state that the students write the sentence, this is an opportunity to encode within connected text. In Unit 3, Week 3, Day 5, the students practice writing r-controlled words in isolation or in sentences after learning r-controlled words during the week. The teacher reviews multisyllabic words and points out the spelling *ur* is an r-controlled vowel spelling and must stay in the same syllable.

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Indicator 3.C.4

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. The scope and sequence lists a systematic sequence for introducing grade-level morphemes. In Unit 1, Week 3, Day 1, the materials focus on inflectional endings *-ful*, *-er*.
- The lessons on morphemes build upon prior learning. According to the Scope and Sequence, the program begins inflectional ending *-ing* in the Transition to Multisyllabic Words section of Unit

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1, Week 1, and transitions to more complex morphology. Unit 7, Week 2, Day 1, includes an example as the Student Objective states, “Blend and build words ending in -s.”

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

- The materials provide direct instruction for supporting the recognition of common morphemes. In the teacher script of Unit 7, Week 2, Day 1, Under Word Study, the teacher introduces Inflectional Endings with Spelling Changes. The script says, “When adding -ed or -ing to a word that ends in e, like *race*, you drop the e before adding the ending. When adding -ed or -ing to a short vowel word ending in one consonant, like *plan*, you double that final consonant before adding the ending.” The explicit explanation is followed by modeling by the teacher and practice by the students by adding -ed and -ing to words and then explaining the spelling change.

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

- Materials provide activities and resources for students to decode and encode words with morphemes in isolation. In Unit 3, Week 2, Day 2, the teacher models inflectional endings -ed, and -ing with the words *park*, *parked*, and *parking*. The teacher explains that to show past tense for most regular words, students must add an inflectional ending -ed. The teacher models with *park*, *parked*, and *parking*. The students underline the inflectional ending. The students practice underlining the inflectional endings. The teacher explains the inflectional ending -ed shows past tense, which supports students’ comprehension when reading.
- The materials provide instruction for using the meanings of morphemes to support encoding. In Unit 5, Week 2, Day 2, the teacher writes *baby* and points out the word ends in y. The teacher explains you change a y to an i before adding the ending -es to make it plural. The teacher writes *babies* and underlines -es. The students read the word and explain the spelling change. The teacher continues to practice with *fly/flies*, *puppy/puppies*, *carry/carries*, and *body/bodies*.
- There is evidence that students engage in multiple reading and writing activities that focus on the application of base words and affixes. In Unit 10, Week 2, Day 2, the Student Objective states that students “Blend, build, and spell words with suffix -ful”; however, there is nothing in the lesson that instructs the students to do so. Students are told to circle all the suffixes in their connected text as well as blend, build, and write words, but none of the examples or practice lists include words containing the suffix -ful.

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 reinforce skills (through cumulative review). In Unit 7, Week 1, Day 1, the teacher displays the word *book* and *shelf* on index cards. The teacher displays the words separately and then together. The teacher explains, “A compound word is made up of two or more smaller words, like *bookshelf*. You can often use the meanings of the two smaller words, such as *book* and *shelf*, to figure out the meaning of the compound word.” The teacher continues to model with *bird* and *house* and demonstrates how the word *birdhouse* is built by putting the two words together. The teacher

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guides the students to determine the meaning of the compound words. The students break apart the compound word and focus on writing each smaller word. In the Resource section, Music and Videos, the materials include a Contractions Song. The song reviews contractions and provides examples for the students to view.

- Materials incorporate a variety of activities and resources for students to develop and practice skills in connected text. In Unit 8, Week 3, Day 2, in the Read Interactive Text activity, students whisper read the interactive text *The Contest*. After the teacher guides students through a choral reading of the text, students circle all comparative words ending with *-er* and *-est*. In the same unit, week and day in the Spelling activity, the teacher displays the words *faster*, *fastest*, *slower*, *slowest*, *newer*, *newest*, *colder*, *coldest*, *taller*, and *tallest* on index cards, and students read and spell each word. The teacher makes a two-column chart placing a card for *-er* in one column and *-est* in the other. Students place each of the other cards in the correct column.

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

- The materials provide a variety of activities and resources for students to decode morphemes in isolation (e.g., word lists) that builds on previous instruction (e.g., within sentences or decodable texts). In Unit 3, Week 2, Day 2, the teacher instructs that verbs that end in *-ed* show past tense. The teacher explains that most regular words add *-ed* to show past tense. The teacher models with *park*, *parked*, and *parking*. The students underline the inflectional ending. The students practice with more words underlining the inflectional ending *-ed* or *-ing*. In Unit 7, Week 1, Day 2, the teacher writes the words *bath*, *bed*, *room*, and *tub* on index cards. The students use word cards to build compound words *bathtub*, *bedroom*, and *bathroom*. The students use each word in a sentence and discuss how they figured out the meaning. The students practice with *ball*, *base*, *book*, *case*, *flake*, *foot*, *man*, *shoe*, *snow*, *storm*, *string*, and *suit*.
- The materials provide a variety of activities and resources for students to decode and encode words within decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). In Unit 7, Week 1, Day 2, the lesson says, “Guide students through a reading of Interactive Text ‘The Wright Brothers Take Off!’ to focus on compound words and words with silent letters. Read the title. Have the students whisper-read the text as you circulate and listen in.” In Unit 8, Week 3, Day 2, in the Read Interactive Text, students read *The Contest*. As they read, they are decoding words with comparative and superlative suffixes in context. When completed, the teacher guides students in a choral reading of the text. Students circle all the comparative words ending in *-er* or *-est* and answer questions with a partner.

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Indicator 3.D.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. In second-grade Unit 1, Week 1, Day 1, the teacher introduces short vowels *a*, *e*, *i*, *o*, and *u*. The teacher displays the Sound-Spelling Cards for the letters. The teacher says the sounds for each vowel and provides a sample for each word. The teacher models blending each sample word. In Small-Group Day 1, the students practice building automaticity using the *Word Study Resource Book*. The page reviews one-syllable words with short vowels and multisyllabic words with short vowels.
- The materials include explicit modeling and practice with word lists. For example, in Unit 3, Week 1, Day 1, the teacher displays the Sound-Spelling Card for *Uu* and says, “This is a picture of a *unicorn*. The initial vowel sound in *unicorn* is /u/. The /u/ sound is spelled many ways: *u*, *ew*, *ue*, *u_e*. In the word *unicorn*, /u/ is spelled with *u*. Point to each spelling on the card and provide a sample word: *u* as in *unit*, *ew* as in *few*, *ue* as in *cue*, *u_e* as in *cube*. Write each sample word and underline the *long u* spelling. Look at the first word I wrote: *unit*. I see *long u* spelled *u* at the beginning of the word. Listen and watch as I sound out the word: /uuu/ /nit/, *unit*. Run your hand under the word as you sound it out.” A list of words is included for the students to practice.

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- The materials include guided practice with word lists. For example, in Unit 2, Week 2, Day 4, in the Read Multisyllabic Words, the teacher models read vowel teams. The teacher says, “Explain that when a vowel team, such as *ee*, *ea*, *ey*, or *ie*, appears in a long word, the vowel team remains in the same syllable. This is because the two letters in the vowel team stand for one vowel sound. Each syllable has one vowel sound.” The students practice with the words *treetop*, *seashell*, *keyhole*, *cornfield*, *seatbelt*, and *beehive*. In Unit 2, Week 2, Day 1, the teacher introduces the words *extreme*, *cheat*, *greet*, *key*, *happy*, *field*, and *begin*. The teacher writes the words and explains that they all have the *long e* sound and the different spellings for *long e*, *ee*, *ey*, *y*, *e_e*, *ea*, *ie*, and *e*. The teacher provides additional practice identifying the *long e* in *happy*, *field*, and *begin*. The students use the *Word Study Book* to build automaticity. The activity includes one-syllable and multisyllabic words with the *long e* pattern.
- The materials include practice with decodable connected text in the lesson. For example, in Unit 5, Week 2, Day 2, the teacher script indicates that the teacher should “Guide students through a reading of Interactive Text ‘A Noisy Problem’ to focus on vowel team /oi/ spellings in simple words. Read the title. Have the students whisper-read the text as you circulate and listen in. 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.”

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. In Unit 4, Week 1, Day 2, the teacher introduces blending and building words *corn*, *core*, *store*, and *storm*. The teacher substitutes letters to make the new words. The students continue to practice building the words *tore*, *torn*, *worn*, *wore*, *more*, *sore*, *sort*, *short*, and *sport* using the Living Words Routine # 16 in Launch. The routine involves students working in groups of three or more to build words at their desks or in front of the class. The teacher writes letters or spelling patterns on large note cards for review. The students work together to form words. The teacher models blending the sounds and reading the words the students build.
- The materials guide teachers to provide practice with word fluency in small groups. In Unit 6, Week 1, Day 1, in the small-group lesson in the Blend and Build Words activity, students use Elkonin boxes and letter cards for the word *tool*. The teacher says, “Find *t*. What sound does *t* make? /t/. Push *t* into the first box. Now find *o*. Push *oo* into the next box. What sound does *oo* make? /oo/. Remember that the two letters *oo* make one sound. Blend the sounds together: /too/. Now find the letter *l*. Push *l* into the last box. What sound does *l* make? /l/. Blend the sounds to read the word: /tool/. One more time: /tool/. Say the word with me: *tool*. Replace the *t* with *f* and do the same.” Students repeat with *suit*, *flew*, *clue*, *Ruth*, *soup*, *shoes*, and *tune*.
- The materials provide partner practice for word reading fluency. For example, in Unit 6, Week 3, Day 2, while the teacher meets with small groups, the students reread *Rumpelstiltskin* to a partner and time their partner using this week’s Build Automaticity activity and record their first words-correct-per-minute score. Students write sentences using high-frequency words in notebooks.
- Independent practice opportunities with word lists, decodable phrases/sentences, and decodable texts are included in the materials. In Unit 9, Week 2, Day 3, the teacher reads the text *A New Kind of Pop!* aloud. The teacher points out the sound spelling focus of the week,

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schwa. The students independently whisper-read the text as the teacher circulates and models blending if needed. The students choral read the text.

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

- Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence. In Unit 1, Week 1, Day 2, in the Read Interactive Text activity, the teacher guides students to read *The Frogs and the Well* in the *My Word Study* book. The teacher models how to blend decodable words and read high-frequency words. Students reread from the beginning.
- Decodable connected texts are found in *My Reading and Writing* books, such as “The Perfect Pal” found in Unit 4, Week 1, Day 2 Whole Group. Units 1–10 include two connected texts in *My Reading and Writing* student books. These materials match the skills for each unit found in the phonics scope and sequence. For example, the scope and sequence says that in Unit 5, there are three primary skills taught—VCe syllables, /oi/ vowel team syllables, and /ou/ vowel team syllables. The Accountable text found in the *Word Study Resource Book* includes practice on all of these skills as well as spiraled skills from previous units. There is both a practice sheet for words in isolation and words in connected text. The words were chosen in a controlled fashion to ensure decoding practice on what skills students were taught.
- The scope and sequence says that in Unit 5, there are three primary skills taught—VCe syllables, /oi/ vowel team syllables, and /ou/ vowel team syllables. The Accountable text found in *My Word Study* includes practice on all of these skills as well as spiraled skills from previous units. There is both a practice sheet for words in isolation and words in connected text. The words were chosen in a controlled fashion to ensure decoding practice on what skills students were taught.
- In Unit 6, Week 1, Day 1, the vowel team /oo/ spelled *oo, ui, ew, ue, u, ou, oe u_e*, is introduced with a Sound Spelling Card. The teacher discusses and models the complex vowel team /oo/. On Day 3, the students read the text *Hansel and Gretel*. The teacher points out the vowel team /oo/ in words in the text.

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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 accurate administration of diagnostic tools. Materials include data-management tools for tracking individual and whole-class student progress.

Evidence includes but is not limited to:

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

- The materials include a variety of diagnostic tools that are developmentally appropriate. In the Benchmark Phonics and Word Study Workshop portion of the online library, under Resources, there is a tab for assessments.
- The diagnostic tools included in the materials reflect the continuum of phonological awareness skills as explained in the Grade 2 TEKS. The skill sets are organized along a continuum of phonological awareness skill development. In the schedule for second grade, students are tested over Differentiating Sounds (Advanced), Manipulating Sounds, Blending Phonemes (Advanced), and Segmenting Phonemes (Advanced). In the middle of the year, students are only tested if they need intensive phonemic awareness training.
- The materials include a variety of diagnostic tools that are developmentally appropriate. In the Benchmark Phonics and Word Study Workshop portion of the online library, under Resources, there is a tab for assessments. The *Assessment and Screener Handbook* provides assessments for phonological and phonemic awareness, a phonics survey, and Progress monitoring assessments. The material gives phonological awareness assessments that are broken down into assessment schedules, assessments, and using assessment results. The teachers have access to assessments for kindergarten to second grade, so testing for students can be adjusted depending on the students' levels. The assessments include testing for beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY). The materials include a Comprehensive Phonics Survey in the *Assessment and Screener Handbook*. The students are assessed for phonics and decoding skills. The assessment includes simple skills, such as short vowel nonsense word

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

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

- The materials include detailed information that supports teachers' understanding of the diagnostic tools provided in the curriculum and the scoring procedures. A schedule is included for the ii Phonological Awareness Assessments with details about grade 2 for the BOY, MOY, and EOY. There is space for observational notes under each subtest.
- Materials provide clear, consistent directions for accurate administration of diagnostic tools. In the Phonological Awareness Assessment, each different skill that is tested provides directions for the teacher to follow and an example. For example, in the Blending Phoneme Segmentation, the directions say, "Say the word, sound by sound. Then have the student blend the sounds and say the word." There is no scoring direction included with the assessment. In the scoring sections, students are given a point for each correct answer out of the total of possible correct answers.
- In the *Assessment and Screener Handbook*, the materials include a Comprehensive Phonics Survey. The assessment includes directions for the teacher, such as, "Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *send* for *smend*). Record the number correct and note the speed in the boxes on the Comprehensive Phonics Survey: Individual Scoring Sheet."

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

- The materials include a Phonological Awareness Assessment recording sheet that includes Word Awareness, Identify Rhyme, Syllable Awareness and Initial Sounds, Final Sounds, Differentiating Sounds, and Blending Phonemes, among other skills. The recording sheet includes BOY, MOY, and EOY sections to record test results. The materials include a chart that guides teachers in adjusting instruction based on assessment results. The High-Frequency Word 100 Word Screener includes a pre- and post-test recording sheet for each student.
- The materials include a Comprehensive Phonics Survey recording sheet for students' performance on each individual subtest reading nonsense words such as short vowels, long vowels, and word study. The Letter Sound Assessment includes Recording Forms for each student with pre and post-test speed and accuracy.

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Indicator 4.2

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

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

Meets| Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills such as Phonological Awareness, Phonological Awareness, Print Concepts Quick Check, Letter Name Assessment, Letter Sound Assessment, and Handwriting Assessment.
- Progress monitoring tools reflect multiple, accurate methods for assessing students. To ensure accuracy in the assessment of children, the assessments are evidence-based and aligned with the TEKS. Each unit includes a Cumulative Assessment that is administered at the end of the unit. For example, in the Phoneme Isolation quick check, there are two different activities for the teacher to administer. In the Phoneme Blending Quick Check 23, the teacher follows the directions that say, "Say the sounds of a word. Have the student blend the sounds and say the word. If the child answers correctly, place a check mark (✓) in the scoring column. If the student's response is incorrect, record the error. To find the total score, add the number of check marks." In Phoneme Blending Quick Check 24, students are still recognizing rhyme, but in a different activity, the directions say, "Say the sounds of a word. Have the student blend the sounds and say the word. If the student answers correctly, place a check mark (✓) in the scoring column. If the student's response is incorrect, record the error. To find the total score, add the number of check marks."
- The *Phonics Word Study Resource Book* includes Build Automaticity for each week of each unit. The Build Automaticity page in the resource book includes a timed reading of words per minute for three timed readings. The Build Automaticity page focuses on the spelling pattern of the week for each unit. On Day 5 of each unit in the Reread for Fluency, the materials guide the teacher to "Note students' speed, accuracy, and intonation. Provide general feedback." In Units

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2, 4, and 6, on Day 5 of Weeks 1, 2, and 3, the materials guide the teacher to “Select five to six students to assess using this week’s assessment for accuracy and fluency on students’ phonics skills. Take note of fluency issues and decayed learning. Use your findings to form small groups.”

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

- The materials include specific guidance on determining the frequency of progress monitoring based on students’ strengths and needs. In the Assessment section, the materials include Phonological Awareness Assessment Schedules. The schedule suggests that second-grade assessments be administered at the beginning of the year. In Unit 4, Week 1, Day 5, in Cumulative Assessment, the materials guide the teacher to select five to six students to assess using this week’s assessment for accuracy and fluency in students’ phonics skills. Teachers take note of fluency issues and decayed learning. The materials guide the teacher to repeat the assessment on Day 5 of both Weeks 2 and 3 of the same Unit 4. Unit 5 includes a Cumulative Word Fluency Recording Sheet. The materials guide the teacher to administer the word fluency assessment to five to six students at the end of each week, assessing each student at least one time per month.
- The materials include an appropriate frequency of assessment for this grade level. Ongoing cumulative assessments are conducted at the end of each three-week unit. A phonemic awareness assessment is included, and the directions indicate, “All students in Grades K-3 should be formally assessed on their phonological awareness abilities multiple times each year [...]. In Grades 2 and 3, these assessments should be administered at the beginning of the year, and students who need additional support need to receive intensive phonemic awareness training.”
- The materials provide options for progress monitoring in the *Assessment Screener and Handbook*. The following guidance is provided for the Comprehensive Phonics Survey, “Administer the assessment to each child in the class three times a year—at the beginning, middle, and end. Gather and record all children’s scores for each testing period to determine small-group, differentiated instructional needs. Create a repeated reading routine for students to follow during independent work time. You can also incorporate this routine into your small-group work. For example, each lesson can begin with a quick repeated reading of a previously read book or story while you circulate and listen in. Use key decodable readers and other critical weekly texts for these rereadings.”

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Indicator 4.3

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

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

Meet | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials support teachers' analysis of diagnostic data to inform the response to individual students' strengths and needs. The *Comprehensive Phonics Survey* includes an individual scoring sheet for each student. The directions include steps on conducting the assessment and then steps on responding based on the results. Step 3 includes directions on Adding Repeated Reading Routine to Weekly Independent and Small-Group Work in response to student results. It says, "Repeated Readings is one of the most research-proven ways to build a student's fluency. Create a repeated reading routine for students to follow during independent work time. You can also incorporate this routine into your small-group work. For example, each lesson can begin with a quick repeated reading of a previously read book or story while you circulate and listen in. Use key decodable readers and other critical weekly texts for these rereadings." Step 4 includes information for Fluency Intervention. It includes ideas for the teacher to use, such as Echo Read.
- In the *Assessment and Screener Handbook*, after the teacher administers the test, there is a guide that explains how to use results to adjust instruction. For example, the guide says, "If students have difficulties orally blending, segmenting, and (especially) manipulating sounds, they will need additional support during small-group lessons. Some may even need an intensive phonemic awareness training program to meet their needs. Phonemic manipulation tasks have been connected in the research to a student's ability to orthographically map words in their brains to remember them automatically."

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English Phonics Program Summary

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

- The diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. The Quick Phonics Assessment with Quick Spelling Assessment includes a guide on Interpreting QPA Results. The guide includes examples designed to help teachers interpret the results. The examples guide teachers with planning instruction based on the students' performance in each skill set. Each unit includes a Unit Assessment at the end. The materials include a section on How to Use the Information with guidance for the teachers to help them plan instruction, spiral review, and small groups.
- Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Included in the *Assessment and Screener Handbook* are information pages about using the tools. For example, the Phonological Awareness Assessment Next Steps outlines for the teacher how to adjust instruction based on the assessment. In grade 2, it states, "If students have difficulties orally blending, segmenting, and (especially) manipulating sounds, they will need additional support during small-group lessons. Some may even need an intensive phonemic awareness training program to meet their needs. Phonemic manipulation tasks have been connected in the research to a student's ability to orthographically map words in their brains to remember them automatically. This requires a full analysis of words (segmenting each sound and attaching each sound to a spelling) and being able to manipulate these sounds readily. Without this ability, students will struggle automatically recalling words while reading. These skills continue to develop in many students past Grade 1 and need to be a focus of instruction, especially for students who struggle with reading. Use the lessons in the intervention resources to provide this instruction. Word Building is another highly valuable activity to include in weekly instruction."

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

- Materials support teachers' analysis of diagnostic data to inform responses to individual students' strengths and needs. In the *Assessment and Screener Handbook*, after the teacher administers the test, there is a guide that explains how to use results to adjust instruction. Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, the program provides an Extra Support section for the teacher to use with students who need more support. Unit 9, Week 1, Day 1, says, "For students who need support, build the word using letter cards, then add the letters for the added sound. Blend the new word formed."
- Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data. In the *Assessment and Screener Handbook*, after the teacher administers the test, there is a guide that explains how to use results and different activities to use with students based on their results. For example, the guide says that "Phonemic manipulation tasks have been connected in the research to a student's ability to orthographically map words in their brains to remember them automatically. This requires full analysis of words (segmenting each sound and attaching each sound to a spelling) and being able to manipulate these sounds readily. Without this ability, students will struggle

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automatically recalling words while reading. These skills continue to develop in many students past Grade 1 and need to be a focus of instruction, especially for students who struggle with reading. Use the lessons in the intervention resources to provide this instruction. Word Building is another highly valuable activity to include in weekly instruction.” In the Quick Phonics Assessments in the Assessments tab under Interpreting QPA Results, the material includes seven different examples of how to interpret a student's results and how to progress monitor students. For example, in Example 6, the teacher determines the student has made good progress and decided to continue the current instruction.

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English Phonics Program Summary

Indicator 5.1

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. In Unit 2, Week 2, Day 1, the teacher displays the Letter Cards for *bed*. The teacher models blending the sounds together and runs a hand under each letter. The teacher models with beads. In Check to See, the teacher uses Small-Group Instruction strategies if the students have difficulty reading words. In Unit 4, Week 3, Day 3, the students read “Far from Earth” as the teacher circulates. The teacher models how to blend decodable words and read high-frequency words that students struggle with. The teacher prompts the students to reread the sentence from the beginning.
- 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 8, Week 2, Day 3, the small-group lesson indicates that the teacher should “Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.” The small-group lesson includes directions for rereading the text, an I Write activity, and independent practice/partner work.

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

- Materials provide targeted instruction and activities to accelerate learning. In Unit 2, Week 1, Day 1, the skill focus is *long o*. The students turn and tell a partner about words with *long o* and state the *long o* spellings they know. The students use one or two words in a sentence. In Unit 4, Week 2, Day 1, the focus of the lesson is r-controlled vowels *ear*, *eer*, and *ere*. The students turn and tell a partner about words with */ir/* and state the spellings. The students use one or two words in a sentence.
- The lessons provide suggestions for providing additional practice. Differentiation is included within small-group lessons focused on struggling students. For example, in Unit 5, Week 3, Day 1, in the Build Automaticity section, the teacher is guided to “Distribute copies of the differentiated Build Automaticity activity page. The top half reviews one-syllable words with */ou/* to check foundational skill fluency. The bottom half includes multisyllabic words with */ou/*. Have students choral-read the assigned section(s). Guide the choral-reading or offer corrective feedback as needed. Ask students to underline the */ou/* spelling pattern in each word.”

Materials provide enrichment activities for all levels of learners.

- The materials provide enrichment activities for all levels of learners. The teacher manual has suggestions for engaging activities such as word sorts, word building, read-alouds, songs, and learning games in which students apply their phonics knowledge independently. Each unit contains learning games for students to apply phonics knowledge that matches the learning target of the week. In Unit 2, Week 2, Day 2, the teacher guides the students through a reading of the Interactive Text “Why Monkeys Live in Trees.” The students circle the *long e* spellings and answer questions with a partner. The materials include Letter and Phonics Songs for skills in the lessons. Some of the videos are Prefixes and Silent Letters.
- The material includes interactive learning games to engage students in extra practice learning phonics skills. These activities are used by all levels of learners. There are multiple games for students to provide students with extra practice, such as Balloon Pop, Sorting, Word Builder, Matching, and Complete the Sentence. The online material also includes Phonics Songs to go with different phonics skills, as well as High-Frequency Word videos. In the Complete the Sentence game, students find the missing word with a comparative ending.

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English Phonics Program Summary

Indicator 5.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

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

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English Phonics Program Summary

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

- The materials support a variety of instructional settings (e.g., whole group, small group, one-on-one). In Unit 3, Week 1, Day 3 Small-Group, the students work independently and read “Vote for Lulu.” The students work with a partner and time each other using the Build Automaticity activity and record their time. In Unit 5, Week 1, Day 1, the teacher delivers the whole-group lesson on adding initial and final sounds. In guided practice, the students write words with vowel consonant -e syllables and underline the target syllable. The students then work with a partner. The students tell their partner a word with a vowel consonant -e syllable and one with a consonant -/e syllable. The students use the words in sentences.
- Unit 9, Week 2, Day 2 includes a whole-group lesson to teach *schwa*. The materials also include a small-group section that the teacher uses to reteach and reinforce the whole-group mini-lesson. During the small-group lessons, students blend and build words, write words, and review comparative and superlative adjectives.

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English Phonics Program Summary

Indicator 5.3

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS. In Unit 5, Week 1, Day 3 in the Support English Language Development, the material provides tips on how to help students who need different levels of support. In light support, the material guides teachers to write and display each word on an index card: *alone*, *hopeless*, *erase*, *sidewalk*, *little*, *marble*, and *simple*. The teacher then reads the words and has the student repeat them. The teacher guides students to sort the words into two categories: words with the VCe pattern and words with the consonant *-le* pattern. The teacher continues to guide students to sound out each syllable. Then they have them put the syllables together and use each word in a sentence to confirm meaning. Students provide an additional sentence for each word. In moderate support, the material guides teachers to write and display each word on an index card: *alone*, *hopeless*, *erase*, *sidewalk*, *little*, *marble*, and *simple*. They divide each word into two-syllable parts. Then students circle the VCe or consonant *-le* syllable pattern. Teachers say the syllables, elongating the sounds. Then students sound out the syllables with the teacher who guides them to say both syllables together to read the word. They use each word in a sentence to confirm meaning and provide sentence starters for students to create sentences using each word (e.g., It is simple to _____). In substantial support, the material guides the teacher writes and displays each word on an index card: *alone*, *hopeless*, *erase*, *sidewalk*, *little*, *marble*, and *simple*. The teacher then covers *a* in *alone* and has students circle the VCe pattern. Then teachers say the

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syllable and have them tell what sound they hear and students repeat the syllable. The teacher then uncovers the *a* and says the syllable. Teachers point to each syllable as they pronounce *alone*. They have students say the word together. The teacher continues with the words *marble* and has students identify the consonant *-le* syllable pattern, then say the syllable. The teacher covers *-ble* and says the first syllable, *mar*. They have students put the two syllables together. The teacher repeats a similar procedure for the other words and uses each word in a sentence to confirm its meaning. They provide sentence starters for students to create sentences using each word (e.g., It is simple to _____.)

- Materials include linguistic accommodations commensurate with various levels of English language proficiency as defined by the ELPS. Unit 10, Week 3, Day 3 includes a box labeled Integrated English Language Development (ELD) that explains light support, moderate support, and substantial support for English Language learners. The light support includes the teacher writing and reading aloud sentences and partners rewriting the sentences while substituting words with the suffixes *-ful* or *-less*. Partners then share their sentences. Moderate support directs the teacher to review the meaning of the suffix *-ful* and use the same sentences as the light support activity with partners substituting a word. Students then read aloud the sentences they rewrote. The substantial support section directs the teacher to review the suffix meaning of *-ful* and then “Write and read aloud the following base words: *hope, cheer, sun, speech*. Write and read aloud the following sentence pairs. Have students orally complete each example using one of the base words. Ask them to write the new word they formed.”

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 of each unit online. The *My Reading and Writing* books are sent home at the end of every unit. The last pages of the interactive book include a calendar with activities to complete at home, along with a review of skills for that unit. There is an option to print the decodable texts for students to practice fluency and review skills.
- The materials provide ways to inform families about program objectives and suggest ways parents can help their students' 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.

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

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

- The materials provide specific strategies and activities for families to use at home to support students' learning and development. In the Resources section online, there is a letter to parents. The letter provides tips to help students at home. The letter provides parents with unit information and explains the use of interactive texts. The last pages of the interactive book include a calendar with activities to complete at home, along with a review of skills for that unit. The decodable books have a print option. The Help section includes a Parent or Guardian Letter. The letter introduces the online resource classroom section of Benchmark Universe. Although the material is included in Benchmark Universe, there is no evidence located for teacher guidance for sending home letter cards, fluency cards, or any other practice material.
- The materials include activities for families to use at home to support student learning and development. The distance learning tab includes activities for students for each unit and week. For example, Unit 8, Week 3, Day 3 focuses on the Interactive Text, *The Contest*. Students circle the comparisons ending in *er* and *est*. Students may be assigned or sent home with printed decodable text and fluency passages.
- The materials include information about specific strategies and activities for families to use at home to support students' learning and development. For example, the Distance Learning Materials are provided for students to use while not at school. In Unit 10, Week 3, Day 1, the students practice the high-frequency words *dark, clear, explain, force, minutes, object, plane, power, produce, and surface* with the referenced High-Frequency Routine: "Step 1: Say Example: Point to the word *door*. What is the word? Step 2: Spell Example: The word *door* is spelled d-o-o-r. Spell the word as I point to each letter: d-o-o-r. Step 3: Read Example: Now read and spell the word *door*. Step 4: Write Example: Write the word *door* as you spell it aloud. Step 5: Practice Example: Use the word *door* in an oral sentence."

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

- There is no evidence of teacher directions for sharing or sending home student progress information; however, the materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress. eAssessments are assigned and administered throughout the year. There are teacher directions for printing the individual, class, or summary reports in the Help section. The Assessments section for each unit includes Phonological Awareness Quick Checks and Assessments. The scoring sheets show student performance in various skills. In the unit drop-down menus, there are Unit Assessments in the Additional Resources section. The Unit Assessments assess various skills, such as word fluency

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and spelling.

- The resources help teachers communicate with families in an ongoing manner regarding student progress. In the Frequently Asked Question section of the System Help, the information indicates that “Several Benchmark eAssessment reports can be printed as a PDF and shared with parents to demonstrate student standards and test score performance on a single test or multiple tests.”
- Materials provide resources to inform families about the program and provide suggestions for how they can help support student progress and achievement. In the Home-School section, the material provides a Family Letter. The letter shares what it means for a text to be interactive. It lets parents know that these interactive texts will be coming home with students. It informs parents that the texts contain ways to extend student learning at home. Under the help section of the drop-down menu, the Family Letter is available in a total of six languages.

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Indicator 6.2

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

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

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

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

Evidence includes but is not limited to:

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

- The materials include information on the operating systems that can be found on the main page when logging in and clicking on system checks in the upper right-hand corner. In the materials Menu drop-down Help section, there is a section labeled Getting Started where the Benchmark Universe System Check and Requirements are listed.
- The Benchmark Universe digital materials are accessible and compatible with multiple operating systems and devices. Information on System Check, Whitelist, Cookie Settings, and Javascript 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 target specific questions such as how do I create assignments, how to get information about eAssessment reporting, and what accessibility supports are available for online resources.

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

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

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