Benchmark Education Grade 3
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 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 some 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 some supports for Emergent Bilinguals to meet grade-level learning expectations.

Section 6. Additional Information: Resources
- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

Section 7. Additional Support
- The publisher submitted the technology, price, professional learning, additional language supports, and evidence-based information.

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Indicator 2.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include a cohesive TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. The program has a scope and sequence unit by unit that shows when the skills are taught and reviewed in the program during the school year. The materials provide a clear outline of the lesson sequencing in the scope and sequence. The scope and sequence document shows the third-grade materials building on previous learning and focuses on syllable types. The document lists the phonics/word study and vocabulary, spelling words, and high-frequency words taught each week of every unit. For example, the first unit of grade 3 starts with short vowels and long vowels. By Unit 7, students learn suffixes and variant vowels. The skills progress over time, and by Unit 10, the skills include unaccented final stable syllables and suffixes. Students review decoding and encoding words with short vowels. By the end of Unit 10, students have reviewed long vowels, compound words, diphthongs, suffixes, r-controlled vowels, and closed and open syllables. The Scope and Sequence list the phonics skills that are explicitly taught each week. For example, Unit 1, Week 3, Day 1 addresses TEKS 3.2A (ii) for Phonics: decode multisyllabic words with closed syllables, though the TEKS are not explicitly stated. The materials provide a pacing guide for each unit along with a skills by glance.
- The scope and sequence does not include the TEKS. However, in Product Support, the materials include a document showing the correlation of the curriculum lessons with the TEKS for third

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grade. For example, the document lists third-grade TEK 2A(i) as addressed in the Launching the Phonics & Word Study Workshop, Units 1, 2, and 4.

- 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 9 lists Day 6 activities that focus on *long a (final e)*. Day 10 includes an assessment of *long a (final e)* activities. On Day 11, the focus of the activities is long *o (final e).* The document shows a TEKS-aligned activity 2Aviii.

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/word study and vocabulary awareness skills learned during the year as well as those that will be learned the following year. In the grade 3 teacher manual, there is an overview of the phonics skills learned in grades 3–5.
- There is some evidence of progression of skill development that can be found in the scope and sequence in the Teacher Resource Manual. The scope and sequence provides the phonological awareness skill that is taught each week, starting in kindergarten through second grade. In third grade, Unit 10, Weeks 1–3 cover unaccented final syllables and suffixes. In Unit 10, at the end of third grade, the material focuses on unaccented final syllables, suffixes, and related words. In the launch unit at the beginning of fourth grade, the material focuses on *long a, e, o, i,* and *u.* The material in the initial unit in fourth grade does not review the material at the end of third grade. In grade 4, Unit 1 starts the year off with 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).

- Lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year. Grade 3 lesson objectives begin with a review of skills taught in grade 1 and grade 2 in Unit 1, Week 1, Day 1, and then use those skills to begin decoding and encoding more multisyllabic words. Lessons begin with simple multisyllabic words and move to more complex words, including irregular plurals, homophones, vowel variants, accented syllables, and diphthongs in Unit 6, Week 1, Day 1. In the Scope and Sequence in the Phonic and Word Study column at the beginning of the year, students are decoding and encoding words with long vowels. By Unit 9 in the Scope and Sequence, students are decoding and encoding with prefixes and suffixes.
- Unit 3, Week 1, introduces the r-controlled vowels (*ar, or, oar, ore*). Week 2 introduces r-controlled vowels (*er, ir, ur*) in Day 1. On Day 3, the teacher dictates words and sentences with r-controlled vowels *over, circle, disturb, garden, explore,* and *roared.* The materials introduce the r-controlled words first, and then the students practice writing the words with r-controlled vowels. The teacher writes the words on the board, and the students self-correct their papers.
- In Unit 9, Week 1, Day 1, the materials introduce the suffixes *-able, -ful,* and *-less* in the section Word Study. The students then build automaticity using the *Word Study Resource Book.* In the

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section Accountable Text, the students read the text *Volunteer* and focus on words with *-able, -ful*, and *-less*. The students circle words with the suffixes. On Day 2, the students practice sorting words with *-less, -ful,* and *-able*. The materials build from simple to more complex activities, such as reading and applying their knowledge of suffixes to other activities.

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Indicator 2.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Although the materials do not specifically list the gradual release of responsibility by including subtitles in the teacher guide, the lessons include detailed guidance for each component of the gradual release of responsibility model. In Unit 1, Week 3, Day 1, the materials guide the teacher to write the words *broke, toast, cute,* and *rescue*. The teacher explains the words have the *long o* sound with different spellings. The teacher says, "The word broke has a *long o* sound because it ends in a vowel-consonant-e pattern. The word toast has a *long o* sound spelled *oa*. The word *cute* has a *long u* sound because it ends in a vowel-consonant-e pattern. The word *rescue* has a *long u* sound that is spelled *ue.*" The materials include the sample words for each vowel-consonant-e vowel pattern in bold. The teacher underlines the letters that make the *long o* and *u* sounds in the words *bowling, told, few,* and *human*. The students practice writing words into *long o* and *long u* columns with teacher guidance. In the Build Automaticity section, the materials list *Word Study Resource Book* pages for students to chorally read words with *long o* and *long u*. The students underline the letter or letters for the *long o* or *long u* sound in each word**.**
- In the Teacher Resource System, Unit 7, Week 1, Day 4, students categorize *er* and *or* words using the Hold up the Sort Card actor. For the *I Do* part, the teacher says, "When I look at the word *actor*, I see the base word *act* and the suffix -*or*. I know that the suffix -*or* means 'one who does something'. So the word *actor* means 'someone who acts.' Since *actor* ends with the suffix -*or*, I will place it under Words with *or*." The We do part is not scripted for the teacher, but the materials say, "Read aloud each word. Then have students repeat as they point to the Sort Card. Have students alternate reading a word and naming the category into which the word should be sorted. After students have sorted, write the answers on the board and have students check their sorts. Guide students to chorally read the words in each column." The You Do section is

also not scripted, but materials say, "Have students select one word from each column and use it in a sentence. Provide corrective feedback."

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

- The materials contain a teacher edition with ample and useful suggestions on how to present the content in the student materials. For example, in the Launching Benchmark Phonics Routine 8, the materials address decoding by Analogy. There are five sections with annotations and suggestions. In the best Practices section, it explains why this routine is important, saying, "Students need multiple strategies to decode multisyllabic words while reading. One effective strategy is to look for common word parts (found in familiar, known words) in unfamiliar multisyllabic words. This is called decoding by analogy." The In Your Classroom section states, "When students get to an unknown word while reading, prompt them to look for familiar word parts, including common spelling patterns. Connect these patterns to words students already know. Post a list of strategies students can use to decode unfamiliar words, such as Decode by Analogy, Use the Reading Big Words Strategy, Use Syllable Rules, and Refer to a Print or Online Dictionary." The remaining sections explain how to introduce, model, practice, share and reflect.
- In Unit 2, Week 1, Day 1, in the Spelling Patterns-Pre-Assessment section, the teacher uses the procedure to assess students' spelling of the week's words. The section includes a note for the teacher, "Mastery of this week's spelling patterns is not expected. Spelling patterns will be reviewed in successive lessons. In addition, monitor students' use of the patterns in their writing."

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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. The video discusses teaching the phonics skills of final blending first and then moving to successive blending, which is more efficient for general classroom practice. The materials include a video on Word Building. The video discusses the two types of word-building which are Focus on blending and Focus on word awareness. The video provides information for teachers to help teach students to decode words.
- 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

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thrives. Practice is more than isolated drill-type work with a particular skill; it requires application in authentic reading and writing experiences. This is where Benchmark Phonics really shines. It provides teachers with the necessary road map, explicit instruction, and efficient use of instructional time. It provides students with unique tools that maximize learning, with purposeful reading and writing application throughout."

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

- The materials guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. In Unit 1, Week 1, Day 1, in Spelling-Sound Correspondences, the teacher writes the words *bad, hit, hot, set, fun,* and *bread* on the board, reads them aloud, and underlines the vowel or vowels in each word. The teacher explains that when a single vowel in a syllable is followed by a consonant, the vowel is usually short, as in each of the words on the board. The routine is used throughout the materials to teach spelling patterns. In Unit 3, Week 2, Day 1, in Build Automaticity, the teacher distributes copies of differentiated Build Automaticity activities with r-controlled vowel words. The teacher checks that students can read the words, and the students chorally read the words and underline the r-controlled vowel spellings in each word. The students work with a partner and time their reading throughout the week. The automaticity activity is included in the weekly lessons and targets the spelling pattern for the week.
- The materials provide sufficient details for teaching each strategy. In Unit 5, Week 1, Day 1 in the Spelling-Sound Correspondences, the material tells teachers to explain that each word contains a vowel-consonant-e spelling. The teacher points out that when a vowel is followed by a consonant and then the letter *e*, the *e* is usually silent, and the vowel sound before the *e* is usually long. The teacher says, "This is the word *locate*. The second syllable in *locate* is *-cate*. It's a vowel-consonant-e syllable. It ends with *silent e* and has the *long a* sound."

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

- Materials include guidance for providing students with immediate, corrective feedback. In Unit 3, Week 1, Day 1, in Spelling Sound Correspondences, the students sort and read words with *ar, or, oar,* and *ore*. The students underline the letters that make the /ar/ and /or/ sounds. The materials include a "Check to see: If students have difficulty reading words, then refer to Extra Support Lesson 4 and provide additional modeling." In Unit 3, Week 1, Day 5, in Reread to Build Fluency, the students whisper read *Wave the Flag*. The materials guide the teacher to circulate, listen in, and provide corrective feedback.
- Materials do include guidance for providing students with immediate, corrective feedback. In Unit 6, Week 1, Lesson 1 in the Build Automaticity activity, students chorally read irregular plural nouns. The material tells teachers to provide corrective feedback.

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 1, Week 1, Day 1, in Spelling Sound Correspondences, the teacher writes words on the board and underlines the vowels. The teacher explains short vowels and models with the

words *bad, hit, hot, set, fun,* and *bread.* On Day 2 of the same unit, the teacher reviews the short vowels using the Short Vowels Chart. The teacher models and reviews the skill, and the students practice reading "How Animals Stay Warm" to focus on words with short vowels. In Unit 4, Week 1, Day 1, the teacher writes the words *music* and *tiger* on the board. The materials guide the teacher to remind the students there are different kinds of syllables. The teacher discusses open syllables. On Day 2 of the same unit, the teacher reviews open syllables using the Open Syllables Chart. On Day 4 of the same unit, the teacher reviews an open syllable, and the students complete a closed and open syllable word sort.

- The materials do not specifically make reference to previous lessons in the script, but there is evidence for connecting previously taught phonics skills to new learning. In Unit 6, Week 1, Lesson 3 in the Dictation activity, students use words from the spiral review to review inflectional endings.

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 1, the teacher introduces the words with *the long e* sound *extreme, cheat, greet, key, happy, field,* and *begin.* The teacher explains there are different spellings for the *long e* sound. The teacher underlines the letter or letters in each word for the *long e* sound. The materials suggest three to five minutes for this component of the lesson delivery. In Unit 6, Week 2, Day 2, the teacher reviews words with *long oo* and *short oo* that are introduced on Day 1 of the same week and unit. The teacher asks the students what they notice about the word *food*. The teacher models the sound for *oo*. The students practice with the teacher. The materials suggest two to three minutes for this part of the lesson delivery.

- The material gives suggested time for each component of the lesson. In each unit of each week, every lesson for the day has a suggested amount of time to spend. In Unit 4, Week 1, Lesson 1, there is a suggested time for the entire day at the top of the lesson that says 10–15 minutes. The material gives suggested time for each component of the lesson. For example, the Spelling-Sound Correspondence activity suggests three to five minutes, Build Automaticity three to five minutes, Spelling Patterns five minutes, and Share and Reflect one to two 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 Connected Text blackline masters (BLMs) in each unit. The BLM Connected Text in each unit includes the phonic pattern introduced that week. The *long a (a_e, ai, ay, a)* is introduced on Day 1. Following the lesson, the teacher distributes copies of the Build Automaticity speed drill activity. The activity includes one-syllable words on top and multisyllabic words on the bottom half. The students practice reading and underlining the letter or letters that stand for the *long a* sound in each word, such as *spray, stay, shade, invade,* and *grade*. The materials include charts for the spelling patterns of the lessons. The teacher introduces the spelling pattern for the week. The following day, the teacher reviews the spelling pattern using the chart for each spelling pattern. The chart explains the spelling pattern and provides examples.
- 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. In Unit 6, Week 1, Lesson 3, in the Dictation activity, students practice writing words and sentences in their notebooks that fall under the phonics skill for the week. In the practice portion of the activity, there is a Spiral Review where students practice previously learned phonics skills.

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

- The materials practice opportunities include only phonics skills that have been explicitly taught. In the Pacing Guide, the focus skill of Unit 1, Week 1 is words with short vowels. In Unit 1, Week 1, Day 2, the students sort short vowel words *bunk, shack, trick, dress,* and *rock*. The student

objectives for Unit 6, Week 2 are to read and spell words with *long oo* and *short oo*. The teacher introduces the concepts of *long oo* and *short oo* sounds with the words *moon* and *book*. The students practice reading words with *long oo* and *short oo* sounds *stood, cool, smooth, cook, flew,* and *would.*

- Students apply the focus skill for the lesson from previous lessons during guided and independent practice. In Unit 6, Week 1, Lesson 3, in the Dictation activity, students practice writing words and sentences in their notebooks that fall under the phonics skill for the week. In the practice portion of the activity, there is a Spiral Review where students practice previously learned phonics skills.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice of taught phonics skills. In Unit 9, Week 1, Lesson 2 in the Read Accountable Text, students read the text to focus on the phonics skills being learned that week. In this lesson, students read the text *Volunteer,* which focuses on words with the suffixes *able, -ful,* and *-less.* The students interact with the text by circling five suffixes.
- The materials include decodable texts incorporating 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. Unit 3, Week 1, Day 2, tells the teacher to "guide students through a reading of Accountable Text "Half-Empty or Half-Full?" to focus on words with open syllables. Read the title. Have the students whisper-read the text as you circulate and listen in."

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Indicator 3.C.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing grade-level sound-spelling patterns as outlined in the TEKS. In grade 3, the scope and sequence guides the learner through all of the spelling patterns according to the TEKS. Grade 3 begins with a review of short vowels in Unit 1, Week 1, before moving to the long vowels in Unit 2. Students are introduced to compound words and r-controlled vowels in the following unit.
- The Scope and Sequence lists the primary phonics skill introduced each week as well as spiral skills that review previously covered material. In the Scope and Sequence under the Phonics/Word Study and Vocabulary, students start Unit 1, Week 1, by learning short vowels. By the end of Unit 2, Week 2, students have covered *long a, o, e,* and *i.*
- In Product Support, the materials include a document showing the correlation of the curriculum lessons with the third-grade TEKS. For example, the document lists third-grade TEK 2A(i) as

addressed in the Launching the Phonics & Word Study Workshop, Units 1, 2, and 4.
- Each unit of the materials includes a Pacing Guide. The pacing guide shows a systematic progression of introducing a skill for each day and then a review/assessment on the fifth day. The material progresses in complexity throughout the lessons and units.

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

- The materials communicate the objective of the lesson. For example, in Unit 2, Week 1, Day 1, the teacher writes the words *extreme, cheat, greet, key, happy, field,* and *begin* on the board and reads them aloud. The teacher explains that all the words have the *long e s*ound /e/, and the *long e* has different spellings. The material guides the teacher to say, "The word extreme has a *long e* sound in the second syllable because it ends in the vowel-consonant-e pattern *eme*. The word *cheat* has a *long e* sound spelled *ea*. The word *greet* has a *long e* sound spelled *ee*. The word *key* has a *long e* sound spelled *ey."* Day 2 within the same unit provides a review of the seven *long e* vowel patterns using the Long e Chart. The teacher writes the word *reader* on the board, then asks students what they notice about the letters *ea* in the word reader. *(The letters ea stand for the long e sound in reader.)* Teachers guide students to read the word aloud, emphasizing the *long e* sound, then repeat with the word *between* and the *e* and *ee* spellings. They ask students to identify the other *long e* vowel patterns they have learned. (*e_e, ey, y, ie*).
- In Unit 4, Week 1, Day, Lesson 2, the teacher reviews open syllables. The teacher writes the word *silent*. The teacher has students read the word syllable by syllable, then asks students to identify the open syllable and vowel sound heard in the syllable. The teacher repeats the process with the word *robot*. The teacher then lets students practice by using the list of practice words and following the same routine. The gradual release exhibits more of the *I do* and *you do*, with very little evidence of *We do*.
- Specific and precise terms, phrasing, and statements the teacher can use during core instruction. For example, in Unit 3, Week 1, Day 1, the teacher introduces r-controlled vowels by displaying the words *cart* and *sort*. The teacher explains, "when a vowel is followed by the letter *r*, the *r* changes the sound the vowel makes." The teacher follows the script "When the letter *a* is followed by r, together *ar* make the sounds /är/ as in *cart*. Compare this to the sound the letter *a* makes when it is not followed by *r*, such as in the word *cat*. The letter *o* also makes a different sound when followed by *r*, such as in the word *sort*. Together the letters *or* make the /ôr/ sounds." The materials provide teachers with important points to emphasize grade-level sound-spelling patterns. For example, in Unit 5, Week 1, Day 2, the teacher script tells the teacher to "Emphasize that the vowel and the silent *e* work together as a team to make the long vowel sound and must stay in the same syllable."

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

- The materials include a variety of activities and resources for students to practice and reinforce skills. The materials include digital features such as the ePocket chart, phonics, and high-frequency words. There are a few options for the student to choose from if the teacher assigns the ePocket chart during the lesson. The students have access to the Elkonin boxes, which allows for word building. The *My Word Study* consumable comes in two volumes. The students annotate, build automaticity, and interact with the text by circling or underlining specific things

from the reading. For example, in Unit 8, Week 3, Day 4, the teacher guides the students through a reading of *Tornado.* The students whisper read and then chorally read the text. The teacher directs the students to circle five words with /ou/ and /oi/ spellings.

- In Unit 2, Week 3, Day 1, the teacher distributes copies of a Build Automaticity worksheet. The students chorally read, and the teacher provides corrective feedback. The students divide the compound words into smaller words.
- In Unit 3, Week 2, Day 1, in the Build Automaticity activity, students use *My Word Study* to help build automaticity using r-controlled vowels. In Unit 3, Week 3, Day 3, Spelling Patterns: Common Features Sort, the teacher models how to read and sort words with closed syllables by what the words have in common. After modeling, students practice with the remaining words. In Unit 7, Week 2, Day 1, in the Read Accountability Text, students use *My Word Study* to practice.
- In Unit 6, Week 2, Day 2, the teacher displays the category cards *long oo* and *short oo* in a pocket chart. The teacher models sorting the words *broom* and *moon* under the correct column. The students use Sort Card and Category Card reproducibles and work with a partner to sort the words. The teacher asks the students to work with a partner and use each word in a sentence that makes the word's meaning clear.

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 grade 3 materials include a variety of activities and resources for students to decode and encode in isolation and in connected text, such as the *My Word Study* consumable, ePocket charts for student activities with TEKS-aligned spelling patterns, and the sound spelling cards that allow the teacher to work with students in a whole-group or small-group setting.
- In Unit 1, Week 3, Day 2, the teacher reviews the *long o* and *long u* vowel patterns using the *long o* and *long u* chart in the *Word Study Resource Book*. The teacher asks the students what they notice about the letters *ow* in the word *lower*. The teacher guides the students to read the word and emphasizes the *long o* sound. The teacher repeats with the word *music* for the *long u.* The teacher asks the students to identify the *long u* patterns they have learned. The students continue to practice with the words *drove, pony, float, confuse, argue,* and *humor*. The teacher guides the student during the practice.
- In Unit 5, Week 1, Day 3, the materials guide the teacher to dictate words and sentences. The students write the words and sentences in their notebooks. The students practice writing *inhale, refuse,* and *complete* and write the sentence *I will rewrite my story about a brave tadpole.*
- Students have opportunities to decode in connected text. For example, in Unit 9, Week 2, Lesson 3, the students independently whisper-read *The Shade Tree*. The teacher provides support if needed.

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English Phonics Program Summary

Indicator 3.C.2

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

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

Meets | Score 4/4

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

Materials provide a 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 high-frequency words. According to the Scope and Sequence in the Overview section of each unit, high-frequency words are first introduced in Unit 1, Week 1. Throughout Unit 1, the high-frequency words introduced are *of, for, from, said, all, and, both, by, call, the was, saw, too, never, wash, water, no, right, is, into, one, once, want, also, another, better, bring, because, if,* and *new*. The Skills at a Glance highlight the high-frequency words in each unit.
- The introductory lesson plans of the launching units address decodable and non-decodable parts of high-frequency words. Routine4 explains the use and importance of best practices in relation to high-frequency words but does not include a routine or any information on decoding any part of the words. The teacher introduces high-frequency words using the routine Say, Spell, Read, Write. The teacher says the word, spells the word, reads the words with the students, writes the word while spelling it, and then the students use the word in an oral sentence.

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

- The materials provide scripted instruction for teaching students how to decode or encode regular and irregular high-frequency words. The materials instruct the teacher on how to model the Say, Spell, Read, Write routine beginning in Routine 11 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 teacher introduces/reviews high-frequency words in each unit. Throughout Unit 1, they introduce *of, for, from, said, all, and, both, by, call, the, was, saw, too, never, wash, water, no, right, is, into, one, once, want, also, another, better, bring, because, if,* and *new.* The teacher introduces the words using the Say, Spell, Read, Write routine. During independent work time, the students write a sentence for each word in their notebooks and practice reading them.
- The material provides a routine for teachers to follow in each introductory high-frequency lesson. In Unit 2, Week 1, Lesson 4, in the High-Frequency Word activity, the teacher introduces *there, their, they, about, always, any, blue, away, before,* and *found* 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 2, Week 1, Lesson 5, the teacher displays each High-Frequency Word card. The teacher reads it and has students repeat the word chorally and spell it. The teacher then places letter cards in a pocket chart mixed up. The students form the word in the correct spelling, and the class checks by giving a thumbs up or thumbs down.

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

- The activities and resources support student 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.
- 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, Lesson 4, the teacher introduces the words *of, for, from, said, all, and, both, by, call,* and *the*. 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. In Unit 1, Week 1, Day 5, in the section High-Frequency Words, the teacher introduces the words *of, for, from, said, all, and, both, by, call,* and *the*. 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. A student forms a word. The students turn to a partner and say a sentence using the word

- The materials include activities and resources for practicing high-frequency words. For example, in Unit 7, Week 3, Day 4, students use the Say, Spell, Read, Write routine to review the most common high-frequency words to build automaticity and then use the ePocket Chart to chorally review each word from this lesson and last week's words. During independent work time, students write a sentence for each high-frequency word in their notebooks and practice reading them throughout the week to build fluency. This cumulatively reinforces decoding and encoding as well.

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 (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). The materials include High-Frequency Word Cards for each high-frequency word introduced. The students use the cards in lessons to practice reading the words, review the words, and build sentences with the words. The materials include other resources to recognize, read, and write high-frequency words in isolation. In Unit 2, Week 1, Lesson 4, in the High-Frequency Word activity, the teacher introduces *there, their, they, about, always, any, blue, away, before,* and *found* 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.
- The materials include a variety of activities and resources for recognizing, reading, and spelling high-frequency words in isolation. The small-group lesson in Unit 6, Week 1, Day 4 provides two opportunities for students to practice the words. The instructions say, "Mix and display one High-Frequency Word Card at a time as students chorally say each word. These cards also include last week's words, which allows reading practice in isolation. Materials direct, "During independent work time, students can write a sentence for each high-frequency word in their notebooks and practice reading them throughout the week to build fluency," which provides encoding practice in context.
- The small-group lesson in Unit 9, Week 3, Day 4 provides more opportunities for practice as well. The teacher directions say, "Display the High-Frequency Word Cards. Say each word and have students chorally repeat the word and spell it." The words include *fall, his, more, please, take, use, used, yes, then,* and *when*. The lesson continues with directions in which the teacher "Place(s) Letter Cards for one of the words in a pocket chart, in random order. Allow 15 seconds for a student to form the word. Then have the rest of the class check the spelling and give a thumbs-up or thumbs-down. Next, have students turn to a partner and say a sentence using the word. Call on students to check their sentences."

Indicator 3.C.3

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. In Unit 3, Week 3, Day 1, the teacher tells the students they will be working with two-syllable words and learning how a closed syllable pattern can help them figure out the vowel sound in that syllable. The teacher models writing *banjo* and *basic* on the board and reads the words. The teacher discusses where to divide the word based on open and closed syllables in each word. In Unit 4, Week 2, Day 1, the teacher writes the words *table, handle, maple,* and *little* on the board. The teacher reads the words and explains that when a word ends in *-le,* the consonant before it plus *-le* for the final or last syllable is called

a consonant-le syllable. The teacher models reading the words and points out whether the first syllable is open or closed and its vowel sound. The lesson progresses from simple closed and open syllable words to more complex syllable words with final syllable -*le.*

- The scope and sequence for introducing syllable types is aligned to the grade level TEKS. Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The Scope and Sequence for third grade start with r-controlled vowels. The Scope and Sequence for Grade 3 introduces r-controlled vowels in Unit 3, Week 1. In Unit 3, Week 3, students study closed syllables, and in Unit 4, Week 1, students work on open syllables. In Unit 4, Week 3, students learn vowel team syllables, and in Unit 5, Week 1 covers VCe syllables.

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

- The materials provide scripted direct (explicit) instruction applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. In Unit 2, Week 1, Day 4, the teacher guides the students through the steps of the Reading Big Words Strategy. The teacher points out that in the second syllable in *extremely, e_e s*tands for the *long e* sound. The students practice reading and building the words *unclear, peaceful, unfeeling, incomplete,* and *neatly* with word or syllable cards. The students write the words and then write sentences with the words. In Unit 4, Week 1, Day 1, the teacher writes the words *music* and *tiger* on the board. The materials include important points and scripts for the teacher to emphasize applying knowledge of syllable types. The teacher points out there are different kinds of syllables. The teacher says, "This is the word *music*. The first syllable in *music* ends with a vowel. It is called an open syllable, and the vowel sound is usually long. What vowel sound do you hear in the syllable *mu*? (long u)" The students then practice dividing words into syllables and placing them in the correct columns in their notebooks.

- The lesson plans include specific and precise terms that teachers use during core instruction. In Unit 5, Week 1, Lesson 1, in the Spelling-Sound Correspondence activity, the teacher writes the words on the board and explains that each word contains a vowel-consonant-e spelling. The teacher points out that when a vowel is followed by a consonant and then the letter *e,* the letter *e* is silent, and the vowel sound before the *e* is usually long. The teacher says, "This is the word *locate*. The second syllable in *locate* is -*cate*. It's a vowel-consonant-e syllable. It ends with silent *e* and has the *long a* sound." The teacher continues with the word *compete*. In Unit 5, Week 1, Lesson 2, in the Spelling-Sound Correspondence activity, the teacher reviews vowel-consonant-e syllables using the chart. The teacher writes the word *reptile* on the board. The teacher asks students what they notice about the word and has students say the word aloud. The teacher emphasizes that the vowel and silent *e* work together as a team to make the long vowel sound and must stay in the same syllable. The teacher guides students to use the same routine in the practice.

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

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. Students are given different opportunities throughout the units to practice

syllable patterns. For example, in Unit 4, Week 2, Day 1 in the Spelling-Sound Correspondence activity, the teacher explains that when a word ends in -*le*, the consonant before it plus the -*le* form the final, or last, syllable and is called a consonant -*le s*yllable. The teacher says, "Look at the word *table*. The final syllable is *ble*—the consonant plus -*le*. It is pronounced "buhl." The first syllable *ta-* is an open syllable because it ends in a vowel. The vowel has a long sound, in this case, *long a.*" The teacher continues with the words *handle, maple,* and *little.* The teacher underlines the final syllable and points out if the first syllable is open or closed. In Unit 4, Week 2, Day 2 in the Read Accountable Text, students read *The Blind Men and the Elephant* to focus on words with consonant -*le* syllables. After the students have whisper read and chorally read the text, the teacher has students interact with the text by circling words with consonant -*le* syllables.

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). In Unit 3, Week 1, Lesson 1, the lesson introduces r-controlled vowels. After modeling and pointing out the spelling for r-controlled vowels, the students use the *Word Study Resource Book* to build automaticity in reading one-, two-, and three-syllable words with r-controlled vowels. The materials further provide practice and reinforcement in lessons in Unit 5. In Unit 5, Week 2, Day 1, the teacher writes the words *party, person, dirty, purple,* and *morning* on the board and reads the words. The teacher explains that each word has a vowel *r* syllable. The teacher reminds the students that the *r* changes the vowel sound. The students then sort r-controlled vowel words into columns and underline the vowel-r syllable in each word and pronounce the vowel sound.

> **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).**

- 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). In Unit 3, Week 1, Lesson 2, students begin r-controlled vowel syllables. In the Read Accountable Text, the students read *Electing a President* to focus on words spelled with r-controlled vowels. In Unit 3, Week 1, Lesson 3 in the Writing Follow Up has students write a summary of *Electing a President* and include important details.
- The materials provide a variety of activities and resources to decode and encode multisyllabic words in connected text. For example, Unit 5, Week 2, Day 2, provides an activity for students to practice multisyllabic words in context. The directions say, "Guide students through a reading of Accountable Text *Getting from Here to There* to focus on words with vowel-r syllables. Read the title. Have the students whisper-read the text as you circulate and listen in. Model and review the skill using the Vowel-r Syllables Chart. When completed, guide students through a choral-read of the text. Take note of students who struggle and provide an easier text for them to read during Extra Support Lessons 4 and 5. Have students interact with the text by circling words with vowel-r syllables."
- The materials provide a variety of activities and resources for students to practice encoding one-

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syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists. In Unit 2, Week 3, Day 4, in the section Use Reading Big Words Strategy, the teacher models the steps for reading the word *overpowering*. The teacher points out the two words that form the compound word. The students build the words *daydreamer, outstanding, misunderstand,* and *babysitter* using syllable or word-part cards. The students write the words and then write a sentence with each word. In Unit 5, Week 1, Day 2, the teacher sorts the words *revise, dispute, complete, misplace,* and *alone* depending on the spelling pattern for the vowel. The teacher says, "I hear two syllables in this word: re/vise. Do you hear them? I see that *revise* has the vowel-consonant-e syllable, *-ise*. It has the *long i* sound. I will sort *revise* under *i_e*." The teacher continues with the other words. The students work with partners and sort the words *extreme, advice, refuse, translate, compose, theme, escape, enclose, divide, excuse, stone, supreme, compute, dictate,* and *describe.* The teacher asks what they notice about the words that can help them when reading and writing (the vowel-consonant-e spelling stays 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 evidence of a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide direct (explicit) instruction for supporting recognition of common morphemes. Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. In Unit 2, Week 3 Day 1, the teacher introduces compound words. The materials progress to suffixes *-er, -or* in Unit 7, Week 1, Day 1. The scope and sequence lists the focus of Unit 9, Week 2, Day 1, as the prefixes *-dis* and *-un.* In Unit 10, Week 2, throughout the whole week, the suffixes *-ing, -ment,* and *-ness* are the focus.
- The scope and sequence shows the skill and where the lesson can be found. The lessons are taught in a logical order and aligned to the TEKS. The program begins with less complex

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morphology lessons in grade 3 and progresses from less complex to more complex skills. For example, the first morphology lesson comes after all of the foundational phonics skills have been taught and begins with suffixes *-er* and *-or* in Unit 7, Week 1.

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

- The materials provide direct (explicit) instruction for supporting the recognition of common morphemes. In Unit 2, Week 3, Day 1, the teacher writes the words *day* and *time* on the board and reads them aloud. The teacher says, "When I combine the words *day* and *time*, I create the compound word *daytime*." The teacher writes the word *daytime* on the board. The teacher says, "We can form compound words by joining two or more smaller words to make a new word. Often, the meaning of each smaller word can help us with the meaning of the compound word. The word *daytime* means 'a time in the day.'" The students continue to practice with *daybreak, nighttime, birthday, overnight, daycare,* and *nightgown.*
- The program intertwines decoding and encoding by moving quickly to a page that builds automaticity in reading *My Word Study* in the section Build Automaticity. The instructions tell the teacher "Check that students can read all the words on the Build Automaticity activity. Have students chorally read them. Provide corrective feedback." In the next day's lesson, Unit 7, Week 1, Day 2, students review words with suffixes *-er* and *-or* and create a chart and then practice reading accountable text, followed by a closed sort. This practice allows for both intertwining of decoding and encoding while varying the activities to solidify the learning.

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 direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding. For example, in Unit 2, Week 3, Day 3, the teacher reviews compound words. The teacher places the words *daytime* and *weekday* in a pocket chart one above the other. The teacher tells the students both words tell about times. The teacher has three columns *Times, Places,* and *Sports.* The teacher places *daytime* and *weekday* under Time column. The teacher continues with *backyard* under the Place category. The students draw three columns, too, and sort several practice words. The students write the words in their chart. In Unit 5, Week 3, Day 1, the teacher writes *stop* on the board and explains how to add *-ed* and *-ing* to the base word *stop*. The teacher explains, "In *stop*, the final consonant is doubled before adding *-ed* to form *stopped* and *-ing* to form *stopping*. When a word has a short vowel followed by one consonant, we double the final consonant before adding *-ed* or *-ing*." Teachers write the word *skate* on the board and say, "The word *skate* has a long vowel and silent *e*. When a word ends in silent *e*, we drop the *e* before adding *-ed* or *-ing*." The students use a three-column chart in their notebooks. The students practice sorting words based on what to add or drop before adding the inflectional endings. The students write the words in the correct column. The students identify the base word for each word.
- Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support encoding and reading comprehension. For example, in Unit 9, Week 2, Day 1 provides clear, direct language for teachers to introduce the prefixes *dis-* and *un-*. The script says, "Write the words on the board and read them aloud. Explain that each of these words contains a prefix, or word part added to the beginning of the word. A prefix changes the

base word's meaning. This is the word *dislike*. I see the prefix *dis-* at the beginning of the base word *like*. A prefix is added to the beginning of a word to make a new word with a new meaning. The prefix *dis-* means 'not' or 'opposite of'. So, the word *dislike* means 'to not like.' *Dislike* is the opposite of *like*. Repeat with *unsafe* and the prefix *un-,* also meaning 'not' or 'opposite of.' Emphasize that the prefixes *un-* and *dis-* give the base word its opposite meaning." Later in the same lesson, students have the opportunity to read the words to improve automaticity and focus on meaning in *My Word Study*. Unit 10, Week 3, Day 2 provides an example of scripted language that emphasizes connecting meaning to building new words with affixes. The teacher is told to "Emphasize how the suffix can help you figure out the meaning of a word. Softness is the quality of being soft." Students proceed by reading accountable text and making a suffixes chart to connect meaning to base words and affixes. Students also circle five words with noun suffixes and participate in a closed sort.

- In Unit 9, Week 3, Lesson 1 in the Words Study activity, the teacher introduces students to prefixes using words *prepay* and *reread.* The teacher explains that these words contain a prefix or a word part added to the beginning of a word; a prefix changes the base word's meaning. The teacher says, "This is the word *prepay*. I see the prefix *pre-* at the beginning of the word pay. The prefix *pre-* means 'before.' So *prepay* means 'pay before.' When you *prepay* for something, you pay for it before getting it or in advance." The teacher continues with *reread* and explains the prefix *re-* again.

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 practice (through cumulative review). In Unit 2, Week 3, Day 1, the students use *Word Study Resource Book* to practice reading compound words. The students chorally read the words. The teacher asks the students to divide each word between smaller words within the compound word. In Unit 5, Week 3, Day 1, the teacher writes the word *stop* and discusses how to add *-ing* by doubling the consonant. The teacher models with another word that does not change when adding *-ing.* The students practice writing and sorting words into three columns for words that need to double consonants or drop *e,* or have no change before adding *-ing.*
- The materials provide a variety of activities and resources to develop and practice morphological awareness skills. Unit 7, Week 1, Day 1 is an entire lesson focused on suffixes *-er* and *-or*. The student develops morphological awareness as the teacher introduces and explains the meaning of the two suffixes. The students then practice with a two-column chart with guidance from the teacher and discuss the meaning of the words *farmer, sailor, writer, actor, sculptor,* and *painter*, which are then recorded in a notebook. Students then practice and build automaticity by reading during a speed drill that is found *in My Word Study*. A pretest is given to assess students' knowledge, and the lesson notes that "Mastery of this week's spelling patterns is not expected. Spelling patterns will be reviewed in successive lessons. In addition, monitor students' use of the patterns in their writing."
- Materials incorporate a variety of activities and resources for students to reinforce skills through cumulative review. In Unit 9, Week 2, Lesson 1, in the Build Automaticity activity, students use the *Word Study Resource Book* to read the words in a speed drill activity. In Unit 9, Week 2,

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Lesson 2, students read the Accountable Text *The Shade Tree* in the *Word Study Resource Book* to build fluency in decoding words with prefixes.

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 words with morphemes in isolation (e.g., word lists), building on previous instruction (e.g., within sentences or decodable texts). In Unit 2, Week 3, Day 1, the teacher uses the words *daytime, daylight,* and *daydream* to discuss compounds. The teacher explains that compounds are made up of two or more smaller words to make a new word. The students draw a two-column chart with *day* and *night* in their notebooks and practice placing the words in the correct columns in their notebooks. In Unit 2, Week 3, Day 1, the students use the *Word Study Resource Book* to build automaticity of compound words. The students chorally read the words, and the teacher provides corrective feedback. The students divide each word between smaller words within each compound word.
- The materials provide activities for students to encode words with morphemes. For example, Unit 9, Week 1, Day 1, focuses on suffixes *-able, -ful,* and *-less*. The student develops morphological awareness as the teacher introduces and explains the meaning of the two suffixes. The student then practices with a three-column chart with guidance from the teacher and discusses the meaning of each word, which is then recorded in a notebook. Students then practice and build automaticity by reading during a speed drill that is found in *My Word Study*. A pretest is given to assess students' knowledge, and the lesson notes that "Mastery of this week's spelling patterns is not expected. The words tested are *useful, reckless, wonderful, truthful, wireless, valuable, sizable, and worthles*s. Spelling patterns will be reviewed in successive lessons. In addition, monitor students' use of the patterns in their writing."
- Materials provide activities and resources for students to decode words with morphemes in decodable connected text that builds on previous instruction. In Unit 5, Week 3, Lesson 2 in the Read Accountable Text activity, students read *Robot to the Rescue* to focus on words with inflectional endings. Students interact with the text by circling words with inflectional endings *-ed* and *-ing.* In Unit 5, Week 3, Lesson 4, in the Read Interactive text activity, students read the text *Smart Plastic* to focus on words with inflectional endings *-ed* and *-ing*. The students interact with the text by circling words that end with *-ed* and *-ing.* In Unit 7, Week 1, Day 2, the lesson says, "Guide students through a reading of Accountable Text *Life in the City* to focus on words with the suffixes *-er* and *-or*. Read the title. Have the students whisper-read the text as you circulate and listen in." For example, in Unit 9, Week 1, Day 2, the lesson says, "Guide students through a reading of Accountable Text *Volunteer!* to focus on words with the suffixes *-able, -ful,* and *-less*. Read the title. Have students whisper-read the text as you circulate and listen in."

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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. 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.

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

Evidence includes but is not limited to:

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

- The materials include embedded modeling and practice with word lists. In Unit 2, Week 2, Day 1, in the Spelling-Sound Correspondence activity, the teacher writes the model word list on the board and reads the words aloud. The teacher says, "The word *extreme* has a *long e* sound in the second syllable because it ends in the vowel-consonant-e pattern *eme*. The word *cheat* has a *long e* sound spelled *ea*. The word *greet* has a *long e* sound spelled *ee*. The word *key* has a *long e* sound spelled *ey*." The teacher underlines the letter or letters that stand for the *long e* sound in each word. Students practice using words on the practice list *secret, reach, stampede, chief, silly, money,* and *indeed.*
- The materials include practice with decodable connected texts in the lesson. In Unit 2, Week 1, Day 2, the teacher guides students through a reading of Accountable Text *Electing a President* to focus on words with r-controlled vowels. The students whisper-read the text as the teacher circulates and listens in. The teacher models and reviews the skill using the r-Controlled Vowels Chart.
- The materials include guided practice with word lists. In Unit 4, Week 2, Lesson 2, in the Spelling-Sound Correspondence activity, the teacher reviews consonant *-le* and syllable words with consonant *-le* by using the word *middle.* The teacher has students identify the final syllable in the word and has students read the word. Students practice using words in the practice list

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puddle, stable, and *settle.* In Unit 9, Week 1, Day 1, in Word Study, the teacher writes the words *wash, washable, joy, joyful, fear,* and *fearless*. The teacher explains suffixes. The teacher says, "This is the word *wash*. It is a verb or action word. When I add the suffix -*able*, the new word *washable* changes to an adjective that means 'able to be washed.'" The teacher continues explaining suffixes with the words *joy, joyful, fear,* and *fearless*. The teacher draws a three-column chart with -*able, -ful,* and -*less* on top. The students copy the chart in their notebooks. The teacher writes the words *likable, useful, careless, graceful, fixable, spotless, hopeful, movable,* and *harmless,* and the students read them aloud. The students write the words in the correct column and underline the suffix in each word.

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

- The teacher provides practice with word fluency in guided small groups. In Unit 6, Week 1, Day 4, in the small-group lesson in the Read Interactive Text activity, the teacher guides students to read *Emma's Secret Dream i*n *My Word Study,* focusing on words that are irregular. Students interact with the text by circling irregular words. In Unit 2, Week 1, Lesson 4 in the small-group lesson in the Read Interactive Text activity, the teacher guides students through *Yay for Pete* in *My Word Study,* focusing on *long e* words spelled with *e_e, ea, ee, ey, y, ie,* and *e*. Student choral read and circle words with *long e* spelling.
- The teacher provides partner practice with word reading fluency in the materials. For example, in Unit 8, Week 1, Day 2, the teacher reviews the sound for *hard* and *soft c* using the words *cotton* and *bounce.* The students use the Hard and Soft c Chart and practice reading words. The students work with a partner identifying *hard* and *soft c* words in the chart. The students say the word aloud together.
- The materials include independent activities for word reading fluency. For example, to build fluency in Unit 9, Week 1, Day 3, while the teacher meets with small groups, students reread the previous weeks' stories in *My Word Study.* The passages are labeled Accountable 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 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 Build Automaticity. The activity includes one and multisyllabic words with the *long e* patterns.
- 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, vowel-r syllables, and inflectional endings. In Unit 5, Week 1, Day 3, in the small-group lesson in the Read Interactive Text, the teacher guides students in reading *Surfing the Web* in *My Word Study Book,* focusing on simpler one-syllable and multisyllabic words with r-controlled vowels.

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- In Unit 7, Week 3, Day 1, the teacher introduces the variant vowel /o/ using the words *pause, draw, salt, fall,* and *walk*. The teacher explains that the words *pause* and *draw* include the variant vowel /o/ sound. The teacher continues to explain the variant vowels in *salt, fall,* and *walk*. The teacher underlines the spelling pattern in each word. The teacher provides additional practice with *chalk, fault, jaw, call, straw*, and *small*. On Day 2, the teacher reviews the variant vowels with the Variant Vowel /o/ Chart. The students practice reading the lists of words that follow the variant vowel /o/ spellings.

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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 phonics skills as explained in the Grade 3 TEKS. In the *Assessment and Screener Handbook*, the materials include a Phonological Awareness Assessment. In third grade, students are asked to read VC and CVC words such as *nap, mop,* and *pot,* CVCC, and CCVC such as *swarm* and *fast,* as well as words with digraphs like *math* and *rush.* The Phonological Awareness Assessment is used to formally assess abilities three times a year. The Quick Phonics Assessment (QPA) is included to test phonics skills across the year.

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 3 for the beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY). There is space for observational notes under each subtest.
- Materials provide clear, consistent directions for the accurate administration of diagnostic tools. In the Phonological Awareness Assessment, each different skill that is tested provides directions for the teacher to follow and an example. For example, in the Blending Phoneme Segmentation,

the directions say, "Say the word, sound by sound. Then have the stu-dent 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."

- The Phonological Awareness Assessment includes directions for the teacher. The directions in Substitute Initial Sounds directions are, "Say the word. Ask the student to replace the first sound in the word with the new sound." Although the materials include directions for the teacher for each subtest, there is no direction for when to stop each subtest based on student performance.

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

- Materials include data-management tools for tracking individual progress. Under each assessment skill, there is a place to keep scores for the students and compare their pre-test scores compared to post-test scores. The assessments provide the next steps to take to adjust instruction based on results.

- The materials include a chart that guides teachers in adjusting instruction based on assessment results. The Quick Phonics Assessment with Quick Spelling Assessment includes different Task Forms A, B, and C that teachers use to test students in phonics and spelling. The materials include an Examiner Scoring Sheet that correlates to the Task Forms letters. The scoring sheets include numbers that teachers use to score the students. The materials include scoring guidelines charts along with examiner and students' response forms examples. The materials are the same for grades K-3.

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Indicator 4.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills, such as Phonological Awareness Quick Checks, Cumulative Assessments, 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. In the Phoneme Isolation quick check, there are two different activities for the teacher to administer. In the Phoneme Addition Quick Check 29, the teacher follows the directions that say, "Say the word, and then segment it sound by sound. Ask the student to add a sound to the beginning of the word and say the new 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." In Phoneme Addition Quick Check 30, students are still recognizing rhyme, but in a different activity, the directions say, "Say the word, and then segment it sound by sound. Ask the student to add a sound to the end of the word and say the new 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."

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. Ongoing cumulative assessments are conducted at the end of each three-week unit. In the Assessment section, the materials include Phonological Awareness Assessment Schedules. In Unit 4, Week 1, Day 5, in Cumulative Assessment, the materials guide the teacher to "Select 5–6 students to assess using this week's assessment for accuracy and fluency on students' phonics skills. 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. In Unit 5, a Cumulative Word Fluency Recording Sheet is included. The materials guide the teacher to administer the word fluency assessment to five to six students at the end of each week, assessing each student at least one time per month.
- The materials provide options for progress monitoring in the *Assessment Screener and Handbook*. The materials state, "Additional assessments are provided as needed to further explore each student's instructional needs. These include a Print Concepts Quick Check, Letter Name Assessment, Letter Sound Assessment, and Handwriting Assessment."

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Indicator 4.3

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

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

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

- The diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. The Quick Phonics Assessment with Quick Spelling Assessment includes a guide on Interpreting QPA Results. The guide includes examples designed to help teachers interpret the results. The examples guide teachers with planning instruction based on the students' performance in each skill set. Each unit includes a Unit Assessment at the end. The materials include a section on How to Use the Information with guidance for the teachers to help them plan instruction, spiral review, and small groups.
- Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Included in the *Assessment and Screener Handbook* are information pages about using the tools. For example, the Phonological Awareness Assessment Next Steps outlines for the teacher how to adjust instruction based on the assessment. 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 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."
- The materials include a variety of resources that align with data, allowing teachers to plan different activities in response to student data. The materials include high-frequency word cards for student practice. The materials guide the teacher to display the words and have the students spell and read each word as a group. The students use letter cards to practice forming the words. The materials include *My Word Study Book* which includes practice sheets to build automaticity with words after a lesson on a specific skill. The books include Interactive Text that correlates with specific target skills introduced for additional student practice. In the Quick Phonics Assessments in the Assessments tab under Interpreting QPA Results, the material

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includes seven different examples of how to interpret a student's results and how to progress monitor students. For example, in Example 7, based on the students' results, they are on grade level and decided to put the student in a small group working on grade-level reading skills.

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Indicator 5.1

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

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

Partial Meets| Score 1/2

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

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. Materials provide some instruction to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. 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 1, Week 2, Lesson 2, the teacher guides the students through a reading of "Why the Turtle Sleeps." The teacher models the strategies for reading the text on the *Long a* Chart. If the students struggle, the teacher provides an easier text for them to read. In Unit 3, Week 1, Lesson 2, the teacher writes the word *party* on the board. The students practice reading r-controlled vowel words. In Check to See, the teacher refers to Extra Support Lesson 5 if the students have difficulty reading words.

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- Materials provide additional lessons for targeted instruction that include differentiated instructional approaches. The Teacher Resource System in Unit 1, Week 1, Day 1 provides opportunities for extra practice for students who are having trouble. The material prompts teachers to check to see if students have difficulty reading words, then refer to Extra Support Lesson 4 and provide additional modeling. In Unit 1, Week 1, Lesson 4 Small-Group, the material provides extra practice in the Spelling Patterns: Buddy Sort activity. The teacher displays the Category Cards and Sort Card *spot.* The teacher says, "I hear the *short o* sound in this word: *spot*, /o/. Do you hear the *short o* sound? I see that the letter *o* stands for the *short o* sound /o/. So I will sort spot under o." The teacher continues with the rest of the words *sack, mess, kick,* and *bus.* Then students participate in the buddy sort portion of the activity. In this activity, there is a gradual release of responsibility. While it is not marked reading through the material, there are *I Do, We Do,* and *You Do* activities.

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

- Materials provide some targeted instruction and activities to accelerate learning but do not specify that only students who have achieved grade-level mastery of foundational phonics skills should participate in this extended practice. In Unit 1, Week 1, Day 1, the material provides some differentiated instructional approaches. In the box labeled Transfer to Reading and Writing, the material states, "Extend the learning during reader's and writer's workshop by noticing and decoding words with the skill while reading and revising writing with the use of the spelling patterns."
- Although the lessons provide suggestions for providing additional practice, it is general and does not go into an explicit scripted lesson. In Unit 4, Week 2, Day 1, the focus skill is consonant -*le* syllables. After the teacher teaches -*le* syllables, the students turn to a partner, select a word with a consonant -*le* final syllable from the chart they created, and use the word in a sentence. The students give examples of four -*le* syllables. In Unit 5, Week 3, Day 1, in Share and Reflect, the students turn to a partner and select a word with an -*ed* or -*ing* ending from the chart previously displayed. The students use the word in a sentence and state the rule that applies to the word they chose. The skill focus of the day is Inflectional Endings -*ed*, -*ing*.

Materials provide enrichment activities for all levels of learners.

- The materials provide enrichment activities for all levels of learners. The materials for third grade include high-frequency word cards the students use in sorts and building sentences throughout the lessons. The materials include an ePocket Chart for students to practice and apply their learning and knowledge of phonic patterns. The students build words and sentences with the ePocket Chart.
- Materials provide enrichment activities for all levels of learners. In Unit 2, Week 1, Lesson 5 Small-Group in the Extend Learning activity, the material directs the teacher to have students work in pairs: "Give each pair the Sort Cards. Have students mix up cards and place the face down to play the game Concentration." Students take turns selecting two cards to turn over. The goal is to find two cards that have a matching *long e* spelling pattern. If the cards match, students leave them face up. If there is no match, the cards are turned face down again, and the next student takes a turn. Students play until all the cards have been matched.

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Indicator 5.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. The materials include *My Word Study* for each unit. *My Word Study* includes a page for building automaticity, accountable text, and interactive text for each lesson. The students practice and apply the phonic skills of the week. The lessons include collaborative activities such as in Unit 2, Week 1, Lesson 1. The focus skill of the lesson is *long e (e_e, ea, ee, ey, y, ie, e)*. In Share and Reflect, the students turn to a partner, select a word with *long e* sound from the chart, and use it in a sentence. The partners state the seven spellings for the *long e* vowel sound. The materials include Share and Reflect activities in all of the units.
- Throughout all of the units, the material provides many developmentally appropriate instructional approaches. In Unit 6, Week 1, Day 1, in the Build Automaticity activity, students use the Build Automaticity page from the *My Word Study* booklet. The teacher prompts students to underline the irregular plurals, pronounce each word with the teacher, and then practice reading the word on their own. Throughout the week, students and their partners time their reading.

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 4, Week 2, Day 2, the teacher delivers the whole group lesson consonant *-le* syllables. The teacher explicitly teaches the syllable using the Consonant *-le* Syllable Chart. The

students then work with a partner and Sort and Category Cards. The students sort the cards in the appropriate categories *ble, dle, ple,* and *tle.* In Unit 6, Week 2, Day 4, the students write a sentence for each high-frequency word during independent work time as an option. The students work with a partner and complete a buddy sort using Sort and Category Cards.

- In Unit 2, Week 3, Day 1 Whole-Group in the Share and Reflect activity the material guides the teacher to have students work with a partner, select a compound word and a contraction, and use them in a sentence. They have students tell how the smaller words in the compound word provide clues to the meaning of the compound word.

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Indicator 5.3

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

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

Partial Meets | Score 1/2

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

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials do not encourage strategic use of students' first language as a means of linguistic, affective, cognitive, and academic development in English.

Evidence includes but is not limited to:

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

- Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS. In Unit 10, Week 1, Lesson 1 in the Support English Language Development, the material instructs the teacher to point out to Spanish-speaking English learners that many Spanish words are similar to words in English. For example, *a fuente/fountain*; *el delfín/dolphin*; *la cortina/curtain*. In Unit 10, Week 1, Lesson 2 in Support English Language Development, the material prompts teachers to pair English language learners that are struggling to read the passage with an on-level reader or have the teacher read the passage to the struggling student while they follow along and echo-read each sentence after you.
- Materials include linguistic accommodations commensurate with various levels of English language proficiency as defined by the ELPS. In Unit 2, Week 1, Day 1, in Supporting English Language Development, the materials include information that *long e* sounds transfer to most languages or there is a close approximation. However, the spellings do not transfer. The teacher guides the students to write each set of words and underline the common spelling pattern. In Unit 5, Week 1, Day 31 in Supporting English Language Development, the materials guide the teacher to focus on the meanings of lesson words using simple definitions, drawings, pictures, realia, or pantomime. The materials guide the teacher to offer sentence frames and starters for students to use the words. The lessons are not scaffolded to include various levels of English language proficiency or needs.

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English Phonics Program Summary

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

- Materials do not 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. Many of these supports are focused on vocabulary and do not always use students' first language to help them understand the words. 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. Many of these supports are focused on vocabulary and do not always use students' first language to help them understand the words. In Unit 10, Week 1, Lesson 1 in the Support English Language Development, the material instructs the teacher to point out to Spanish-speaking English learners that many Spanish words are similar to words in English. For example, *a fuente/fountain*; *el delfín/dolphin*; *la cortina/curtain*.

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English Phonics Program Summary

Indicator 6.1

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

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

Not Scored

Materials provide guidance on fostering connections between home and school.

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

Evidence includes but is not limited to:

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

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

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English Phonics Program Summary

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

- The materials provide specific strategies and activities for families to use at home to support students' learning and development. In the Resources section online, there is a letter to parents. The letter provides tips to help students at home. The letter provides parents with unit information and explains the use of the interactive texts. The last pages of the interactive book include a calendar with activities to complete at home, along with a review of skills for that unit. The decodable books have a print option. The Help section includes a Parent or Guardian Letter. The letter introduces the online resource classroom section of Benchmark Universe. Although the material is included in Benchmark Universe, there is no evidence located for teacher guidance for sending home letter cards, fluency cards, or any other practice material.
- The materials include information about specific strategies and activities for families to use at home to support students' learning and development. For example, in Distance Learning, materials are provided for students to use while not at school. In Unit 8, Week 1, Day 2, the students read isolated text on the Build Automaticity page and "Underline the *hard* and *soft c* spelling pattern in each word."

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

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

Indicator 6.2

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

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

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

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

Evidence includes but is not limited to:

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

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

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

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

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

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

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

- The digital materials enhance student learning without being distracting or chaotic. The materials include an appropriate use of white space making it easy to read and comprehend. For example in the word builder activity, the main objective and purpose are clear. Images and graphics are age appropriate and not distracting. Students are able to click on the word to hear it and drag a letter to spell a word.
- The ePocket charts include words, letters, and word parts with a consistent and readable font. The words are easily manipulated on the screen. The image bank includes age-appropriate pictures that are easy to identify. The videos include colorful and engaging images with 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.