



Benchmark Phonics Alignment to the

LETTRS[®] LESSON PLAN TEMPLATE



Dear Educator,

Many are benefitting from the extensive professional development training known as LETRS®. While Benchmark Education Company is not affiliated with LETRS® or Dr. Louisa Moats, we share a commonality in our commitment to grounding our work in research and best practices. For this reason, we have put together a guide that helps you connect your professional training to the *Benchmark Phonics* curriculum.

In the following pages, we have identified where the **nine components** of the **LETRS® Lesson Plan Template** appear across the **five-day lesson cycle** of *Benchmark Phonics*. You will see key phonics lesson components appear multiple times throughout this cycle.

We hope this document helps you in connecting your LETRS® professional development to the *Benchmark Phonics* curriculum.

Sincerely,
The Benchmark Education Professional Development Team

Table of Contents

- Benchmark Phonics** 4-5
- 5-Day Phonics Instructional Walkthrough**
 - Day 1** 6-9
 - Day 2** 10-13
 - Day 3** 14-17
 - Day 4** 18-21
 - Day 5** 22-25
- Frequently Asked Questions** 26-29
- Glossary of Differing Terminology** ... 30-31



When teachers can apply their professional knowledge with high-quality instructional materials, it creates an environment for success.

— Jennifer, Benchmark Education's Professional Development Team



LETRS® is a trademark registered by Voyager Sopris Learning, Inc., which is not affiliated with, and does not endorse, Benchmark Education Company, LLC nor *Benchmark Phonics* Instruction.

Putting Research, Theory & Professional Learning into Instructional Practice

Benchmark Phonics offers a curriculum to put the research you are learning into practice.

Daily Lesson Template vs. Five-Day Lesson Cycle

LETRS® suggests a daily lesson structure, however, *Benchmark Phonics* uses a five-day lesson cycle that repeats each week. This cycle allows the curriculum to build across the week as students progress with the focus skill and continue to spirally review previously taught skills.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<ul style="list-style-type: none"> • Phonological Awareness • Spelling-Sound Correspondence • Blend Words • High-Frequency Words • Small-Group and Independent Practice (including rereading decodable texts for fluency and differentiation) 	<ul style="list-style-type: none"> • Phonological Awareness • Blend and Build Words (with embedded Phonemic Awareness: Phonemic Substitution) • Spelling/Dictation • I Read (decodable text) • Small-Group and Independent Practice 	<ul style="list-style-type: none"> • Phonological Awareness • I Read (reread decodable text) • I Write (write about decodable text) • Spelling • High-Frequency Words • Small-Group and Independent Practice 	<ul style="list-style-type: none"> • Apply Phonics in Context (read decodable text) • Write About Texts (spelling and dictation in context with embedded Phonemic Awareness: Oral Segmentation) • Small-Group and Independent Practice 	<ul style="list-style-type: none"> • Reread for Fluency (decodable text) • High-Frequency Words • Spelling/Dictation (with embedded Phonemic Awareness: Oral Segmentation) • Additional Spiral Review • Cumulative Assessment

5-Day Instructional Cycle for *Benchmark Phonics*

Time Allocation Differences

TOPIC	LETRS® LESSON PLAN TEMPLATE	BENCHMARK PHONICS LESSON CYCLE
Whole-Group/ Small-Group Instruction	Whole-Group Instruction: 45–60 minutes daily	Whole-Group Instruction and Practice: Approximately 30 minutes daily* Small-Group Instruction and Practice: Approximately 15–30 minutes daily. Small-group time is critical for independent practice to build fluency and encoding skills and to support English Learners and language transfer, and for other critical work needed as part of the instructional cycle.
Lesson Components	Based on a daily template with minutes allocated per lesson component	Based on five-day lesson cycle that builds across the week, with time emphasis that shifts among lesson components throughout the cycle.
Sentence Dictation	Suggests daily sentence dictation	Students have sentence dictation, but not every day. This is because they are also writing about the decodable texts they read, which accomplishes the same encoding instructional goals while also working on additional goals related to writing and comprehension.

*National surveys indicate most schools devote an average of 30 minutes per day to whole-group phonics instruction. For that reason, *Benchmark Phonics* whole-group lessons are also 30 minutes. Small-group instruction of 15–30 minutes is also included.

Explicit, Systematic, Multimodal Instruction Brings

Benchmark Phonics is a new Tier 1 and Tier 2 phonics program designed by phonics expert Wiley Blevins based on the latest Science of Reading research.

Systematic Instruction with Built-In Spiral Review

A research-based scope and sequence where skills develop and progress from Grades K–5.

K	BUILDING FOUNDATIONS	<ul style="list-style-type: none"> Phonological awareness Basic phonics skills in CVC words Building a store of high-frequency sight words
1	BUILDING FOUNDATIONS	<ul style="list-style-type: none"> Phonological awareness (more complex) Basic phonics skills using short, long, and complex vowels Building a store of high-frequency sight words
2	TRANSITION TO MULTISYLLABIC WORDS	<ul style="list-style-type: none"> Fluency with basic phonics skills (taught in Grades K–1) Transition to multisyllabic words
3	MULTISYLLABIC WORDS AND SYLLABLE TYPES	<ul style="list-style-type: none"> Ensuring fluency of basic phonics skills Transition to multisyllabic words Exploration of common affixes and syllable types
4	SYLLABLE TYPES AND MORPHOLOGY	<ul style="list-style-type: none"> Applying basic syllable types to more complex words Exploring more sophisticated affixes Increasing morphological awareness
5	ADVANCED MORPHOLOGY WITH GREEK AND LATIN ROOTS	<ul style="list-style-type: none"> Applying basic syllable types to more complex words Learning Greek and Latin roots Increasing morphological awareness

Phonics to Life

Multisensory/ Multimodal Activities

Supports learning through senses beyond hearing and sight, helping students with conditions such as dyslexia.



Explicit Instruction

Explicit teacher modeling is provided along with multisensory/multimodal opportunities for students.



Equal Emphasis on Decoding and Encoding

Application is where the learning sticks.



DAY 1 Phonics and Word Study Instruction

Benchmark Phonics lessons align to and reflect the components of the LETRS® Lesson Plan Template.

On **Day 1** of the instructional cycle, explicit phonics and word study instruction is focused on the following:


- Introducing the new skill/concept
- Spiral review of previously taught skills
- Phonological awareness
- Sound-spelling correspondence
- Blending
- High-frequency word instruction
- Rereading decodable texts for fluency and differentiation
- Small-group and independent practice

State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Connect to Word Meaning
Word meanings are discussed to support students' comprehension and ability to talk about the text. Students are also learning key vocabulary words tied to the knowledge-building topic focus of each unit.

Review Previous Lessons
As part of the systematic review and repetition cycle to ensure mastery, students review previously taught words.

Day 1
BUILD KNOWLEDGE AND VOCABULARY



Learning Targets

Build Knowledge and Vocabulary

- Learn new word: *once*
- Review words: *frog, wolf*
- Recognize punctuation marks in context.
- Participate in shared reading.
- Identify common phonemes in words.

Phonics and Word Study

- Identify, blend, and spell words with consonant digraphs.
- Learn new high-frequency words.
- Print uppercase and lowercase letters legibly.

Additional Materials

- *Shared Readings and Poetry e-book*, Vol. 2, pp. 16–17
- *My Reading and Writing*, pp. 4–5
- Picture Word Cards: **swing, shirt**
- Sound-Spelling Cards: **th, sh, ng**
- Frieze Cards: **th, sh, ng**
- Letter Cards: **a, c, d, e, f, g, h, i, k, l, n, o, p, r, s, t, w**
- Interactive Music Video: Consonant Digraphs
- High-Frequency Word Cards: **were, our, could, these, who, good, by, them**
- Student workmats
- Unit 4 Week 1 Handwriting Practice Page

Build Knowledge and Vocabulary (10 MIN.)

Introduce and Read the Song (2 MIN.)

Display and introduce the song.

"Fairy Tale Song" talks about some characters you may know, such as a princess, a frog, and a wolf. Listen and follow along as I read. As you listen, think about whether fairy tales have realistic or fantasy characters.

Read aloud the song in a fluent, expressive voice, using a pointer to point under the words as students follow along. Read the song again, inviting students to chime in on the repeated lines "Fairy Tales! Fairy Tales!"

Teach Vocabulary: My Reading and Writing Words (2–3 MIN.)

- Circle the word **once** in the poem.
- Read the word as you point under it. Have students read the word with you.
- Explain that **once** means at some time in the past. Many fairy tales begin with the phrase "Once upon a time."
- Begin a Unit 4 My Reading and Writing Words chart. Tell students they will refer to these words as they talk and write about *fantasy* and *realistic* stories.

Turn, Talk, and Listen (1–2 MIN.)

Ask partners to tell each other the names of any fairy tales they know in the song. Have students tell whether fairy tales are *fantasy* or *realistic* stories.

Model Print Concepts (2 MIN.)

Discuss punctuation in context.

Look at the end of the third line. What do you see right after the word frog? That line is a dash. Dashes show a continued thought and tell readers to take a short pause. Before the dash, we learn that the princess kissed the frog. After the dash, we learn how the frog felt about the kiss.

On pages 4–5 of *My Reading and Writing*, have students find the other dash in the song. Ask them to discuss what they learn before and after the dash and how the two pieces of information are connected.

Read Known Words in Context (1 MIN.)

Invite a few students to point to and read aloud a high-frequency word in the text that they have previously learned (*the, she, them, to, of, and, you*) or a word they are able to decode. Add known words to your class word wall or sound wall, as appropriate. Remind students that they are accountable for these words in their reading and writing.

Spiral Review (1 MIN.)

- On pages 4–5 of *My Reading and Writing*, have students circle and say words in the song that end with final consonant blends **nd, nk, nt, mp, st** (land, just, found, ends).
- Have students locate and underline end punctuation at the end of each sentence.

Day 1
PHONICS AND WORD STUDY

Focus Skill: Consonant Digraphs th, sh, ng (15–20 MIN.)

Phonological Awareness: Phoneme Identification (3–5 MIN.)

Model: thing, thumb, teeth

Listen carefully as I say three words: **thing, thumb, teeth**. The words all have /th/. Where do you hear /th/? **Thing** and **thumb** begin with /th/. **Teeth** ends in /th/.

Practice: thump, thick, path; shirt, shell, wish; cash, ship, wash; thing, ring, sang

Ask students to identify the sound that is the same in each set of words. Then have them tell where in the words the sound appears.

Model: shape, shark, bush

Listen as I say three words: **shape, shark, bush**. Which sound do you hear in all three words? Where do you hear /sh/? **Shape** and **shark** begin with /sh/. **Bush** ends in /sh/.

Spelling-Sound Correspondences (4–5 MIN.)

Introduce: swing

Display the Picture Word Card for **swing**.

This picture shows a swing. The ending sound in swing is /ng/. The /ng/ sound is spelled with the letters ng. Say the sound with me: /ng/. This is the sound at the end of the word swing. Listen again to the sound: /ng/.

Repeat with the Picture Word Card for **shirt**.

Model: th, sh, ng

Display the Sound-Spelling Cards for consonant digraphs **th, sh, and ng**. Using the model above, introduce /th/.

Read aloud the action rhymes, and invite students to chime in.

Display the picture side of the Frieze Card for consonant digraphs **th, sh, and ng**. Have students say the name for each picture. Explain that each name includes a consonant digraph—two consonant letters together that stand for one sound.

Say the name of each picture, and repeat the digraph in each word. Ask which two letters stand for this sound.

Practice: shop, fish, thin, that, bring, song

Say the consonant digraph words one at a time. Ask students to listen for the consonant digraph at the beginning or end of each word and write the two letters on paper or a workmat.

Point out the two sounds for **th** (unvoiced in **thin**, voiced in **that**).

Explain that **th** and **sh** can appear at the beginning or end of a word, but **ng** cannot appear at the beginning of a word.

Interactive Music Video: Consonant Digraphs

LETRS® Lesson Plan Template includes key elements such as stating the goal and purpose, practicing phonological awareness, reviewing previous lessons, introducing the new concept, providing guided and extended practice, dictation, connecting to word meaning, and reading text.

State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Practice Phonological Awareness
The initial instruction focuses on students listening for, identifying, and articulating the week's target sound and words with that sound.

Introduce New Concept
The new concept is explicitly introduced, teacher models are provided, and visual aids to support learning are available. Additional resources, such as highly engaging interactive multisensory videos, are also provided.

Provide Guided Practice
Ample guided practice opportunities are provided, along with teacher support for students needing more.

DAY 1 continued

Phonics and Word Study Instruction

- Review Previous Lesson**
As part of the systematic review and repetition cycle to ensure phonics skills mastery, students spirally review words with previously taught skills.
- Provide Guided Practice**
Explicit models and practice opportunities for students to read words with the new target phonics skills and get corrective feedback are provided. The word meaning is differentiated (e.g., Spiral Review for students still working on previously taught skills and Challenge Words to provide enrichment for students above grade-level expectations) so all students benefit from the whole-group lesson.
- Provide Guided Practice**
New high-frequency words are introduced using the multisensory and multimodal research-based Read/Spell/Write routine, which accelerates orthographic mapping of words into memory for automatic retrieval. This is the same process used in other similar instructional techniques such as Heart Words, whereby the individual sounds and spelling of words are attended to instead of learning words as whole units.
- Practice Phonological Awareness**
Students are guided to orally segment the individual sounds in the word. For orthographic mapping to occur (to aid in automatic retrieval), students must attend to the individual sounds and spellings of a word, even the irregularly spelled word. So this is a critical part of the high-frequency word instructional routine.
- Review Previous Lesson**
As part of the systematic review and repetition cycle to ensure high-frequency word mastery, students spirally review previously taught words.
- Provide Guided Practice**
Ample guided practice opportunities are provided, allowing the teacher to collect important formative assessment data for use during small-group instruction.

Day 1
PHONICS AND WORD STUDY

Blend Words (4–5 MIN.)

Model: this
Display Letter Cards for **this**. Model blending the letter sounds sequentially.

This is the letter t. This is the letter h. When the letters t and h are put together, they make a new sound. It stands for /th/. This is the letter i. It stands for /i/. Listen as I blend the two sounds: /thii/. This is the letter s. It stands for /s/. Listen as I blend all three sounds: /thiiss/, this. Say the word with me: this.

Model: mash
Display Letter Cards for **mash**. Model blending the letter sounds.

This is the letter m. It stands for /m/. This is the letter a. It stands for /aaa/. Listen as I blend the two sounds: /mmaaa/. These are the letters s and h. When s and h are put together, they stand for /sh/. Listen as I blend all three sounds: /mmaaash/, mash. Say the word with me: mash.

Repeat the activity for the word **hang**.

✓ **Check to see:** If students have difficulty blending words, then use strategies provided for **Small-Group Instruction**.

e-Pocket Chart

t	h		
t	h	i	
t	h	i	s
m			
m	a		
m	a	s	h

Practice: thin, thing, sing, wish, fish, ship, shop

Spiral Review

Final Consonant Blends: plant, send, last, lift

Initial Consonant Blends: clock, black, sled, grass, trap, stop

Challenge/Enrichment: singer, strong, stronger, cashing, frothing, shocking

High-Frequency Words (4–5 MIN.)

Introduce: were, our, could, these

Use the **Read, Spell, Write, Apply** routine to introduce high-frequency words.

Read: Display the High-Frequency Word Cards one at a time. Point to and say the word. Have students orally segment the word. Point out the sounds and spellings in the word—both regular and irregular.

Spell: Spell the word as you point to each letter. Have students read and spell the word.

Write: Have students write the word as they spell it aloud.

Apply: Have partners take turns using each word in an oral sentence.

Introduce: were, our, could, these

Use the **Read, Spell, Write, Apply** routine to practice this week's high-frequency words.

e-Pocket Chart

were	our	could	these
who	good	by	them

Practice: were, our, could, these

Spiral Review: who, good, by, them

Review last week's words using the same procedure.

Day 1
PHONICS AND WORD STUDY

Small-Group and Independent Practice (10–15 MIN.)
Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

Meeting Individual Needs

Acceleration For students above grade-level expectations, continue to teach a skill further in the phonics scope and sequence during small-group time.

Remediation For Students below grade-level expectations, continue to teach previously taught skills they have not yet mastered. Focus on blending, dictation, word-building, and reading and writing about decodable texts.

Independent Practice/Partner Work

While meeting with small groups, have students complete the following independently or with their partners.

- Reread the previous week's texts in *My Reading and Writing* to build fluency throughout the week.
- Write a sentence for each high-frequency word in their notebooks.

Extra Support

- Preview the Day 2 text for students who have not mastered previous skills or need language support. Echo-read. Focus on key vocabulary and general understanding so students can more fully participate in the whole-group lesson.

Blend Words

Display Letter Cards for the word **shop**. Use an Elkonin box or workmat.

Find the letters s and h. Which sound does s and h stand for together? /sh/. Push sh into the first box. (In Elkonin boxes, digraphs appear in one box.) Now find a. Which sound does a stand for? /a/. Push the a next to the digraph sh. Blend: /shooo/. Now find p. Which sound does p stand for? /p/. Push p into the third box. Blend: /shoop/. One more time: /shoop/. Say the word with me: shop.

Repeat with other words containing consonant digraphs (ship, shut, wish, fish, thin, think, that, ring, bring, sung).

Language Transfer Support

Check for transferability of phonemes and graphemes. The digraphs **sh** and **th** (sound and spelling) do not transfer in Spanish and most Asian languages. Model how to make the sound. Point out the position and shape of your mouth, especially the tongue and lips. Have students make each sound while looking at a small mirror or having a partner watch them. Provide feedback. Practice articulation with a few simple sentence frames, such as: *This is a ___ (object name); That is a ___ (object name); and She can ___ (action verb).*

Handwriting

Provide students with the Handwriting Practice Page for Unit 4, Week 1. As students write their own sentences, encourage them to write legibly, using words with familiar sound-spellings and high-frequency words they know.

- Provide Extended Practice**
Based on the teacher's formative assessment observations during the lesson, additional multisensory and multimodal practice opportunities are provided for students who need more lesson follow-up to keep them on track for skill mastery. This provides additional opportunities for the teacher to slow down the instruction and practice, offer more corrective feedback, and address any other instructional or fluency issues.
- Review Previous Lesson & Read Text**
A rereading routine of previously read decodable texts is a key part of the lesson cycle that is necessary to extend the learning and build fluency. Students read decodable text every day of instruction.
- Provide Guided Practice**
Based on the teacher's formative assessment observations during the lesson, additional practice opportunities are provided for students who need more lesson follow-up to keep them on track for skill mastery.
- Practice Dictation**
Formal dictation does not occur on the initial day of instruction. Rather, the focus is on students' handwriting of the letter. Students say the sound as they write the letter to accelerate the sound-letter connection and connect (via neurological and motor routes) the physical motion of making the letter with its sounds. This better prepares students for dictation on subsequent days.

8

benchmarkeducation.com

CALL 1-877-236-2465 • FAX 1-877-732-8273

9

DAY 2 Phonics and Word Study Instruction

Benchmark Phonics lessons align to and reflect the components of the LETRS® Lesson Plan Template.

On **Day 2** of the instructional cycle, explicit phonics and word study instruction is focused on the following:

- Phonological awareness
- Word blending and word building (with embedded phonemic awareness)
- Spelling/dictation
- “I Read” decodable text
- Spiral review of previously taught skills
- Small-group and independent practice

Introduce New Concept
The new concept is explicitly introduced, teacher models are provided, and visual aids to support learning are available. Explicit instruction around fluency is included, serving as a bridge between phonics and comprehension.


State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Read Text
Ample guided practice opportunities are provided through the choral reading of texts. Students apply their growing phonics skills and receive corrective feedback from their teacher.

Practice Phonological Awareness
Students listen for and generate rhyming words. This provides support for students to attend to larger word parts orally, which is necessary when they later transition to reading longer, multisyllabic words.

Word Meaning
Students use words from the text in writing, deepening their understanding of the words.

Day 2
BUILD KNOWLEDGE AND VOCABULARY



Learning Targets

Build Knowledge and Vocabulary

- Review words: *once, frog, wolf*
- Participate in shared reading.
- Read with correct pausing to build fluency.
- Identify punctuation.
- Read words with inflectional endings.
- Write narrative text.

Phonics and Word Study

- Blend phonemes.
- Identify, blend, build, and spell words with consonant digraphs.

Additional Materials

- *Shared Readings and Poetry e-book*, Vol. 2, pp. 16–17
- Pointer
- Analyze Structure Text
- *My Reading and Writing*, pp. 4–11
- Letter Cards: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
- Student workmats
- Unit 4, Week 1 Spelling Word List
- Index cards

Day 2
PHONICS AND WORD STUDY

Build Knowledge and Vocabulary (10 MIN.)

Review Vocabulary and Retell (1–2 MIN.)

Point to the word **once** on the My Reading and Writing Words chart. Read aloud the word with students.

Display “Fairy Tale Song” and have students turn to the song on page 4 in *My Reading and Writing*. Ask students to circle the word **once**. Have partners retell whether **fantasy** or **realistic** stories often begin with this word and to name the phrase (“Once upon a time...”). Then challenge students to find the words **frog** and **wolf** in the song.

Model Fluency: Pausing (2 MIN.)

Discuss the fluency skill of pausing.

Writers leave clues to help us read their words. Some clues are marks to end a sentence. Some clues are commas and dashes to take a smaller pause. Poets also use lines to help us find a rhythm. Listen to how I pause to create a rhythm and meaning in the song.

Model reading the first stanza, emphasizing pauses for punctuation and the end of lines. Have students read after you, copying your pauses.

Read to Build Fluency (1 MIN.)

Reread the song chorally, emphasizing pauses. Remind students to pause at the end of lines and between stanzas. If necessary, have students echo-read with you.

Focus on Foundational Skills: Inflectional Endings (2–3 MIN.)

Discuss inflectional endings **-s** and **-ing**.

We have learned that -s can be added to the end of verbs to show ongoing action.

Display the sentence: *The girl reads.* Circle the **-s** on the end of **reads**.

In this sentence we don't know exactly when the girl reads. To show that an action is happening now, we add -ing to the end of the verb and put a helping verb before it.

Display the sentence: *The girl is reading.* Circle **-ing** at the end of **reading**. Underline **is**. Explain that if **girls** was plural, the helping verb would be **are**.

Display the following past-tense sentence from the song: “A princess kissed a **frog**.” Have students rewrite the sentence to show the action is happening right now. (A princess is kissing a **frog**.) Write the sentence on the board and demonstrate how the helping verb used is based on the subject (i.e., he is, they are, I am).

We Write (3–4 MIN.)

Reread the song. Encourage students to join in on the rhyming words (*day/away, fright/night*). Pause slightly before each rhyming word. Prompt students to provide it.

Have students turn to page 6 in *My Reading and Writing*. Deepen comprehension by having students complete this sentence frame using their imaginations: *Once upon a time _____*

Review the words in the Vocabulary Word Bank. Encourage students to use these words in the sentence and in other writing they do throughout the unit.

Day 2
PHONICS AND WORD STUDY

Focus Skill: Consonant Digraphs th, sh, ng (15–20 MIN.)

Phonological Awareness: Phoneme Blending (2–3 MIN.)

Model: *ship*

Listen as I say the sounds in a word: /sh/ /i/ /p/.

I will blend the sounds together and say the word: /shiiip/, ship.

Let's say the word: ship.

Continue modeling phoneme blending using the words **sing** and **this**.

Practice: *thin, think, shark, share, wish, fish*

Tell students that you will say a word sound by sound, and they should blend the sounds together to say the word.

Blend and Build Words (4–5 MIN.)

Model: *ring, sing, wing*

Display Letter Cards for the word **ring**. Blend the phonemes.

Let's blend all the sounds together and read the word: /rrriing/, ring.

Change the **r** to **s** and repeat with **sing**.

Let's blend all the sounds together and read the new word: /sssiing/, sing.

Change the **s** to **w** and repeat with **wing**.

Let's blend all the sounds together and read the word: /wiing/, wing.

Check to see: If students have difficulty building words, then use strategies provided for **Small-Group Instruction**.

Corrective Feedback: Blending

- Point to the missed sound-spelling. (Example: *The letter a in sat.*)
- State the spelling and sound. (Example: *The letter a makes the /a/ sound.*)
- Have students repeat. (Example: *a, /a/*)
- Have students go back to the start of the word and blend again. (Example: */sssaat/*)

State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Practice Phonological Awareness
Students engage in blending and segmenting of the phoneme, or sound, level throughout the weekly lessons, as these two “power” phonemic awareness skills are most closely connected to early reading and spelling development.

Provide Guided Practice
Students are guided to blend (decode) words with the target phonics skill and build words using multisensory letter cards to become flexible in their use of these sound-spellings.

Provide Guided Practice
Ample guided multisensory practice opportunities are provided, along with teacher support for students needing more.

Review Previous Lesson
As part of the systematic review and repetition cycle to ensure phonics skills mastery, students spirally review words with previously taught skills.

DAY 2 continued Phonics and Word Study Instruction

Practice Phonological Awareness
Students are guided to orally segment the individual sounds in the word using the multisensory Elkonin (Sound) boxes as a scaffold, and then connect each sound to a spelling. This is the type of application of both phonemic awareness and phonics. It is necessary to build spelling mastery and is an ideal way to connect phonemic awareness tasks to print to accelerate learning.

Practice Dictation
Students are guided through the process of spelling through formal dictation exercises where they orally segment the sounds and then connect each sound to a spelling. Following this supportive, multisensory scaffolding, students are then given a series of words to spell as the teacher offers corrective feedback during this guided spelling exercise.

Provide Guided Practice
Ample guided practice opportunities are provided, allowing the teacher to collect important formative assessment data.

Day 2
PHONICS AND WORD STUDY

Spelling/Dictation (4–5 MIN.)

Model: than, shop
Display Elkonin boxes.

Watch and listen as I say than slowly: /thaaann/.

As you say each phoneme, move a marker into a box. (The digraph **th** makes one sound and requires one marker. The letters appear in one box, unlike blends.)

I hear /th/. I know the letters th stand for /th/. I'll write th in the first box. Listen for the next sound: /thaaa/. I hear /a/. I know that the letter a stands for /a/, so I'll write a.

Listen for the last sound: /thaaann/. I know the letter n stands for /n/. I'll write n.

Repeat for **shop**. (Like **th**, **sh** requires one marker and the letters appear in one box.) Have students practice on their workmats.

Elkonin Boxes

●	●	●
th	a	n
●	●	●
sh	o	p

My Reading and Writing, p. 7

Practice/Apply
Have students turn to page 7 in *My Reading and Writing*.

I will say a word. Say the sounds in the word. Write the letters for the sounds in the boxes.

Ship. /shiiip/. **Ship.** /sh/ /i/ /p/.
Moth. /mmmooth/. **Moth.** /m/ /o/ /th/.

Note whether students correctly identify the digraphs.

Now I will say more words. Listen to the sounds. Think about the letters that make the sounds. Write the letters on the lines to spell the words.

Sing. /sssiing/. **Sing.** /s/ /i/ /ng/.
Shut. /shuuut/. **Shut.** /sh/ /u/ /t/.

Now I will say a sentence. Listen carefully. Think about the words you have learned.

Write the words on the line to spell the sentence: I will shut this thing fast.

Write the answers for students to self-correct their work.

Challenge/Enrichment: shopping, singing, ringing

While students are checking their work, have challenge students spell the words above.

Day 2
PHONICS AND WORD STUDY

I Read: "The King's Wish" (5–7 MIN.)

Read the Text
Have students turn to page 8 in *My Reading and Writing*. Guide students through a reading of "The King's Wish." Read the title. Have students whisper-read the story as you circulate and listen in, offering corrective feedback as needed.

Model how to blend decodable words and read high-frequency words that students struggle with. Then prompt students to reread the sentence from the beginning.

Extra Support
Preview the text during Day 1 small group for students who have not mastered previous skills or need language support. Echo-read. Focus on key vocabulary and general understanding so students can more fully participate in the whole-group lesson.



My Reading and Writing, pp. 8–11

Connect Phonics to Comprehension
When completed, guide students through a choral-reading of the text. Ask questions about the text that can be answered by the words and illustrations. Include new unit vocabulary in the questions.

Why is the king not happy at the beginning of the story?
At the end, do you think the king is happy? How do you know?

Independent Reading
Prompt students to reread the story with a partner during independent work time. Partners should complete the Partner Work checklist on page 11 of *My Reading and Writing* and sign their names.

Small-Group and Independent Practice (10–15 MIN.)
Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

Blend and Build Words

Give students workmats and Letter Cards **s, h, p, w, d, f, o,** and **i**. Say the word **hop**, and ask students what letters they need to make the word. Have them push forward the Letter Cards to spell the word. If the word doesn't look right, have them try again.

Have students add the letter **s** at the beginning to change the word from **hop** to **shop**. Then have them change the letter **o** to **i** to change the word from **shop** to **ship**. (In the e-Pocket Chart, the letters **s** and **h** for digraph **sh** appear in separate boxes for spelling.) Remind students that the consonant digraph **sh** stands for one sound. Repeat with **wish/dish/fish**.

Independent Practice/ Partner Work

While you are meeting with small groups, have students complete the following independently or with partners.

- Read all of their high-frequency word sentences.

Spelling: Word Sort

Write these words in random order: **sing, bring, thing, shop, ship, shut, this, than**.

Have student pairs write the words on index cards and sort them according to their consonant digraph spelling pattern (**sh, th, ng**). Have pairs read aloud the words with each spelling pattern. Model self-correcting an error by saying each phoneme slowly in the word.

Note that you will assess students' spelling of consonant digraph (**sh, th, ng**) words over time by checking the spelling sentence assessments in the upcoming weeks and by analyzing students' writing for accurate and consistent use of the spelling patterns.



Read Text & Provide Guided Practice
Ample guided practice opportunities are provided through the reading of decodable texts for students to apply their growing phonics skills and receive corrective feedback from their teacher.

Connect to Word Meaning
Comprehension questions and discussion deepen understanding, build fluency through rereading, and focus on word meanings.

Provide Extended Practice
Based on the teacher's formative assessment observations during the lesson, additional multisensory and multimodal practice opportunities are provided for students who need more lesson follow-up to keep them on track for skill mastery. This provides additional opportunities for the teacher to slow down the instruction and practice, offer more corrective feedback, and address any other instructional or fluency issues.

Review Previous Lesson
Students reread high-frequency word sentences to build fluency with these high-impact words in context.

Provide Guided Practice
Based on the teacher's formative assessment observations during the lesson, additional practice opportunities are provided for students who need more lesson follow-up to keep them on track for skill mastery.

DAY 3

Phonics and Word Study Instruction

Benchmark Phonics lessons align to and reflect the components of the LETRS® Lesson Plan Template.

On **Day 3** of the instructional cycle, explicit phonics and word study instruction is focused on the following:

- Phonological awareness
- “I Read” decodable text
- “I Write”—write about decodable text
- Spelling
- High-frequency word instruction
- Spiral review of previously taught skills
- Small-group and independent practice

State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Connect to Word Meaning
Word meanings are discussed to support students’ comprehension and ability to talk about the text. Students are also learning key vocabulary words tied to the knowledge-building topic focus of each unit.

Review Previous Lesson
As part of the systematic review and repetition cycle to ensure mastery, students spirally review words with previously taught skills.

Day 3
BUILD KNOWLEDGE AND VOCABULARY

Learning Targets

Build Knowledge and Vocabulary

- Review words: *once, work*
- Draw inferences and use evidence to support understanding.
- Identify punctuation.
- Participate in shared reading.
- Read words with inflectional endings.

Phonics and Word Study

- Substitute phonemes by segmenting and blending oral words.
- Blend, build, and spell words with consonant digraphs.
- Read and write high-frequency words.

Additional Materials

- *Shared Readings and Poetry e-book*, Vol. 2, pp. 18–19
- *My Reading and Writing*, pp. 8–13
- High-Frequency Word Cards: **were, our, could, these, who, good, by, them**
- Letter Cards: **b, c, d, e, g, h, l, m, o, r, t, u, w, y**
- Student workmats
- Decodable Reader: *I Wish, I Wish*

Build Knowledge and Vocabulary (10 MIN.)

Introduce and Read the Rhyme (2 MIN.)

Display and introduce “Lavender’s Blue.”

Today’s rhyme doesn’t tell us who the characters are, but it does give us clues. Listen for clues about the characters as I read.

Read aloud the rhyme in a fluent, expressive voice. Point under the words as students follow along. At the end of each line, return sweep. Reread the rhyme. Model how to use the text to draw an inference about the rhyme’s point of view:

From whose point of view is this rhyme being told? The line “When I am king” gives a clue. It must be a prince who will become a king.

Teach Vocabulary: My Reading and Writing Words (2–3 MIN.)

- Circle the word **work** in the poem.
- Read the word as you point under it. Have students read the word with you.
- Remind students that **work** is a word they learned in Unit 3. **Work** means to do or have a job.
- Point to the Unit 4 My Reading and Writing Words chart. Invite students to read the Week 1 word with you (*once*).
- Remind students to refer to the chart as they talk and write about reading realistic and fantasy stories from different points of view.

Turn, Talk, and Listen (1–2 MIN.)

Have partners use the text to draw an inference about who the speaker is talking to. Call on one or two volunteers to paraphrase what their partners told them.

Reinforce Print Concepts (1 MIN.)

Discuss punctuation in rhymes.

I see a mark at the end of every line of the rhyme. Some are periods, which end a sentence. The others are commas. Commas tell us to take a very short pause. How many commas do you see in the first four lines of the rhyme?

Read Known Words in Context (1 MIN.)

Invite a few students to read a high-frequency word aloud that they have previously learned or a word they are able to decode. Add known words to your class word wall or sound wall, as appropriate.

Focus on Foundational Skills: Ending -ing (2 MIN.)

Display the line from the rhyme: “Some to make hay.” Explain that **some** means “some men,” which is a plural noun. Rewrite the sentence to show that it is happening now: *Some are making hay.* Underline **-ing** ending and circle **are**. Provide a list of nouns and verbs. Have students write basic sentences to show that the action is happening right now (e.g., king, queen, men, I, **work**, make, thresh, sing).

Spiral Review (1 MIN.)

Invite students to point to words that begin or end with consonant digraphs **th, sh, ng** (shall, them, thresh, king).

Day 3
PHONICS AND WORD STUDY

UNIT 4 • WEEK 1

Focus Skill: Consonant Digraphs th, sh, ng (15–20 MIN.)

Phonological Awareness: Phoneme Substitution (2–3 MIN.)

Model: math, mash

Model how you substitute the initial or final sound in a word to make a new word.

Listen as I say a word: /m/ /a/ /th/, math. Now I am going to change /th/ in math to /sh/. What is the new word? The new word is mash.

Practice: with/wish, thin/shin, ding/dish, mush/bush, ring/sing

Repeat the routine, having students supply each new word.

Reread: “The King’s Wish” (3–4 MIN.)

Build Automaticity

Remind students that they know these high-frequency words: **these, could**. Students should be able to read these words fluently.

Remind students they have also been learning about decoding consonant digraphs. When they come to a word with a consonant digraph, such as **king** or **wish**, remind them to use what they know about the sound to read the word.

Practice

Invite students to whisper-read “The King’s Wish.”

Circulate, listen in, and provide corrective feedback.

You may wish to have smaller groups of students take turns rereading the story aloud for additional practice.

Check to see: If students have difficulty reading the text, then use strategies provided for **Small-Group Instruction**.

State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Provide Guided Practice
Ample guided practice opportunities are provided, allowing the teacher to collect important formative assessment data.

Practice Phonological Awareness
Students engage in more complex phonemic manipulation tasks, such as phoneme substitution, to increase their sound awareness abilities linked to early reading and writing growth.

Provide Guided Practice & Read Text
Ample guided practice opportunities are provided through the reading of decodable texts for students to apply their growing phonics skills and receive corrective feedback from their teacher.

DAY 3 continued Phonics and Word Study Instruction

Practice Dictation
Students are guided to write about the decodable text they have just read. This addresses the same goal of formal dictation but extends beyond that to include other goals related to writing and comprehension.

Practice Phonological Awareness
Students are guided to orally segment the individual sounds in the word using the multisensory Elkonin (Sound) boxes as a scaffold, and then connect each sound to a spelling. This is the type of application of both phonemic awareness and phonics skills. It is necessary to build spelling mastery and is an ideal way to connect phonemic awareness tasks to print to accelerate learning.

Practice Dictation
Students are guided through the process of spelling through formal dictation exercises where they orally segment the sounds and then connect each sound to a spelling. Following this supportive, multisensory scaffolding, students are then given a series of words to spell as the teacher offers corrective feedback during this guided spelling exercise.

Provide Guided Practice
Ample guided practice opportunities are provided, allowing the teacher to collect important formative assessment data.

Review Previous Lesson
As part of the systematic review and repetition cycle to ensure high-frequency word mastery, students spirally review previously taught words.

Day 3
PHONICS AND WORD STUDY

I Write (6-7 MIN.) ELD

Plan Writing
Have students turn to page 12 in *My Reading and Writing* and respond to their reading of "The King's Wish." To deepen comprehension, have students draw four events that happen in the story and then write a retelling.

Talk to Write: To clarify their ideas, have one or two students walk the Story Path to retell the story while other students listen and join in.

Write
Help students make connections to previously learned skills, and support them as needed.

When completed, guide students to answer the Student Self-Check questions on page 13.

My Reading and Writing, pp. 12-13

Check to see: If students have difficulty writing or drawing, then use strategies provided for **Small-Group Instruction**.

Spelling (2-3 MIN.)

Model/Practice: this, sing, bring, thing, shop, ship, shut, than

- Using the procedure from Day 2, model how you spell each word by listening to the sounds and writing what you hear.
- Have students write the letters that stand for the sounds they hear in each word.

Spiral Review: jump, mist, bland, clamp, west, trust, send, wind

Elkonin Boxes

●	●	●
th	i	s

High-Frequency Words (2-3 MIN.)

Practice/Dictation: were, our, could, these

- Display each word.
- Have students read and spell each word together.
- Dictate each word without showing it.
- Have students close their eyes, picture the word, and write it as they see it.
- Display the word again and have students self-correct their writing.

Practice: were, our, could, these

Read, Build, Write: Have partners build each word with Letter Cards. Then they rebuild the word, write the word, and use it in a sentence.

Spiral Review: who, good, by, them

Have students review last week's words using the same procedure.

e-Pocket Chart

were	our	could	these
who	good	by	them

Grade 1 • Unit 4 • Week 1

© 2022 Benchmark Education Company, LLC

Day 3
PHONICS AND WORD STUDY

UNIT 4 • WEEK 1

Small-Group and Independent Practice (10-15 MIN.)
Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

Reread the Text: Decode

You may wish to conduct a second reading of "The King's Wish," having partners read to each other while you circulate and monitor the reading.

You may wish to use *I Wish, I Wish* in the for additional practice with accountable text.

I Write
Provide students with extra support for the I Write activity.

- Point out to students that they can use the pictures to help guide them as they write the story events. For example, the first picture shows the king inside his big castle, in his ship, and with all his cash.
- You may wish to provide writing frames such as: *The king was not _____. He needed a _____. The king could not _____ because it was _____. The king sat next to a _____. Birds sang and the king _____.*

Independent Practice/ Partner Work
While meeting with small groups, have students complete the following independently or with partners.

- Ask each other questions about their drawings or about what happens in "The King's Wish." One partner should ask a question and the other should answer; then they switch roles.
- Read *I Wish, I Wish*.

Extra Support

- Preview the Day 4 text for students who have not mastered previous skills or need language support. Echo-read. Focus on key vocabulary and general understanding so students can more fully participate in the whole-group lesson.

Multisensory Learning

Alternate Learning Path
As one student reads "The King's Wish" aloud, have the other student draw a picture of the text. Have partners switch roles.

IELD Integrated ELD

Meaningful Vocabulary and Sequencing

1. Read the text with students. Write the following lines on sentence strips, and mix them up.

- The king had a big castle.*
- The king had a big wish.*
- He wanted a nap.*
- He sat next to a big tree.*
- The king had a long nap.*

2. Review the bold vocabulary words. Have students look back in the text and images to discuss the meanings of the words. Then have students read and place the sentence strips in the correct order.

Grade 1 • Unit 4 • Week 1

© 2022 Benchmark Education Company, LLC

Provide Extended Practice
Based on the teacher's formative assessment observations during the lesson, additional multisensory and multimodal practice opportunities are provided for students who need more lesson follow-up to keep them on track for skill mastery. This provides additional opportunities for the teacher to slow down the instruction and practice, offer more corrective feedback, and address any other instructional issues.

Review Previous Lesson
A rereading routine of previously read decodable texts is a key part of the lesson cycle necessary to extend the learning and build fluency.

Connect to Word Meaning
Additional focus on vocabulary development is provided for multilingual learners.

16

benchmarkeducation.com

CALL 1-877-236-2465 • FAX 1-877-732-8273

17

DAY 4

Phonics and Word Study Instruction

Benchmark Phonics lessons align to and reflect the components of the LETRS® Lesson Plan Template.

On **Day 4** of the instructional cycle, phonics and word study instruction is focused on the following:

- Applying phonics in context through reading a decodable text
- Writing about texts—spelling and dictation in context with embedded phonemic awareness (oral segmentation)
- Small-group and independent practice

State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Connect to Word Meaning
Students are taught strategies for determining word meaning that draw their attention back to the text and can be applied in other reading situations.

Provide Guided Practice & Read Text
Ample guided practice opportunities are provided through the reading of texts for students to apply their growing phonics skills, demonstrate their fluency knowledge, and receive corrective feedback from their teacher.

Practice Phonological Awareness
Students are reminded of previously taught skills and apply those skills to their reading.

Day 4
BUILD KNOWLEDGE AND VOCABULARY

Learning Targets

Build Knowledge and Vocabulary

- Review words: *once, work*
- Draw inferences and use evidence to support understanding.
- Participate in shared reading.
- Read out loud to support comprehension.
- Recognize words in context with consonant digraphs.

Phonics and Word Study

- Read decodable text.
- Write about a text.
- Read and write high-frequency words.

Additional Materials

- *Shared Readings and Poetry e-book*, Vol. 2, pp. 18–19
- Pointer
- Decodable Reader: *I Wish, I Wish*
- Index cards
- Pictures illustrating decodable words
- Self-stick notes

Build Knowledge and Vocabulary (10 MIN.)

Review Vocabulary and Retell (2–3 MIN.)

Display “Lavender’s Blue.”

Point to the word **once** on the My Reading and Writing Words chart. Read aloud the word with students. Remind students that **once** is not in “Lavender’s Blue,” but there is a word from Unit 3.

Have partners retell from whose point of view the poem is being told (a prince). Ask them to draw an inference about the speaker’s **perspective**. (Since kings and queens are married, “you shall be queen” is a clue that the speaker is talking to someone he loves.)

Model Fix-Up Strategy: Read Out Loud to Support Comprehension (2–3 MIN.)

Explain to students that sometimes they may find it hard at times to understand what they are reading. When this happens, they can say the words out loud. Reread the first stanza to model how reading out loud helps comprehension.

When I read the first stanza silently, I didn’t understand the meaning of some of the words. So I went back and read the stanza again out loud. I thought the word lavender was describing a color, but when I heard the word lavender’s I realized the meaning had to do with a flower and that lavender could be blue and green.

When I read the words dilly, dilly, I couldn’t understand them either. But when I said them out loud, I realized they were silly repeating words that didn’t make any sense. They just made the rhyme sound better.

Also, I had a hard time figuring out the rhyme’s characters. When I stopped and reread the words out loud, then I knew that the speaker was a man who wanted to treat the woman he loved like a queen.

Remind students to use this strategy when they read independently.

Reread to Build Fluency (1 MIN.)

Invite students to join in on a complete rereading of the rhyme. Guide them to pause by pointing out the commas in each line or stanza. If necessary, have students echo-read the text with you.

Focus on Foundational Skills: Consonant Digraphs (3 MIN.)

Reread the third stanza, emphasizing the word **thresh**.

Which letters at the beginning of the word thresh make one sound? Which letters at the end of the word thresh make one sound?

Consonant digraph th and consonant digraph sh, each make one sound.

Have a student identify the vowel sound in the word.

UNIT 4 • WEEK 1

State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Connect to Word Meaning
Comprehension questions and discussion deepen understanding, build fluency through rereading, and focus on word meanings.

Read Text & Provide Guided Practice
Ample guided practice opportunities are provided through the reading of decodable texts for students to apply their growing phonics skills and receive corrective feedback from their teacher.

Day 4
PHONICS AND WORD STUDY

Apply Phonics and Vocabulary in Context (15–20 MIN.)
Multisensory Learning

Read the Text: Decode (7–10 MIN.)

Introduce
Read the title “I Wish, I Wish” aloud. Have students look at the cover illustration.

What is this story about? Are the characters real? How do you know?

Have students point out specifics in the title and illustrations to support their answers.

Read the Text
Conduct a guided/choral-read with students.

If students need modeling, model for them how to blend decodable words and read high-frequency words. You may wish to conduct a second reading, having partners read to each other from the student books while you circulate and monitor the reading.

Connect Phonics to Comprehension
Ask the following questions, and have students discuss their answers with a partner:

Why is the fish sad?
Find the sentence that tells you this.
What makes the fish wish to be a fish?

Encourage students to use vocabulary that they have learned this week in their discussion of the questions.

Check to see: If students have difficulty decoding, then use strategies provided for **Small-Group Instruction**.



DAY 4 continued

Phonics and Word Study Instruction

Practice Dictation
Students are guided through an interactive writing about a decodable text they have read. This addresses the same goal of formal dictation but extends beyond that to include other goals related to writing and comprehension. In addition, the teacher guides the students in isolating the sounds in the word to be written and connecting each sound to a spelling—dictation practice during authentic application.

Practice Phonological Awareness
As students engage in interactive writing, the teacher guides the students in isolating the sounds in the word to be written and connecting each sound to a spelling. This is the type of multisensory and multimodal application of both phonemic awareness and phonics skills necessary to build spelling mastery and is an ideal way to connect phonemic awareness tasks to print to accelerate learning.

Day 4
PHONICS AND WORD STUDY

Write About the Text: Encode (8–10 MIN.)

<p>Model <i>Let's write about the story we read. What can we write? We can write our own sentences about what happened first, next, and last. Let's use the pictures to help us. We can start by writing about what happened first in the story.</i></p>	<p>Sample Interactive Writing The fish is sad. The fish makes lots of wishes. The fish makes a final wish.</p>	<p>Support Help students make connections to previously learned skills, and support them as needed.</p>
---	---	--


Retell
Have students turn and talk to a partner about what happened in the story. Then ask them to propose sentences and select one or more for the class to write.

Support students in applying their phonics and high-frequency word knowledge during interactive writing. Be sure that the final sentence includes high-frequency words and words that begin or end with consonant digraphs students have been practicing.

Write
Call on students to help write the final sentence. Have them come up to the board and write words or letters they know.

As they write, have students say the words slowly and write all the sounds they hear. (This is not a copying task.)

Check to see: If students have difficulty encoding words, then use strategies provided for **Small-Group Instruction**.



18 Grade 1 • Unit 4 • Week 1
© 2022 Benchmark Education Company, LLC

Day 4
PHONICS AND WORD STUDY

UNIT 4 • WEEK 1

Small-Group and Independent Practice (10–15 MIN.)
Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.


Reread *I Wish, I Wish*: Decode

- Remind students that they know these high-frequency words: **were, our, could, these**. Students should be able to read these words fluently.
- They have also been learning about decoding consonant digraphs. When they come to a word with a consonant digraph, remind them to use what they know about the sound the digraph stands for to read the word.
- Invite students to whisper-read *I Wish, I Wish*. Circulate, listen in, and provide corrective feedback.
- Have partners take turns rereading the text aloud for additional practice.

Independent Practice/Partner Work

While you are meeting with small groups, have students complete the following independently or with partners.


- Draw a picture of the fish from *I Wish, I Wish* making different wishes from the story, then describe the picture to a partner.
- Students then write a caption for their picture.



Decodable Reader: *I Wish, I Wish*

Spelling: Speed Sort

- Write these words in random order: **sing, bring, thing, shop, ship, shut, this, than**.
- Have student pairs write the words on cards and sort them according to their consonant digraph spelling pattern (**ng, sh, th**).
- Then have pairs mix up the cards and challenge themselves to sort the words at a faster rate.



© 2022 Benchmark Education Company, LLC
Grade 1 • Unit 4 • Week 1 19

Provide Extended Practice
Based on the teacher's formative assessment observations during the lesson, additional multisensory and multimodal practice opportunities are provided for students who need more lesson follow-up to keep them on track for skill mastery. This provides additional opportunities for the teacher to slow down the instruction and practice, offer more corrective feedback, and address any other instructional issues.

Review Previous Lesson
A rereading routine of previously read decodable texts is a key part of the lesson cycle necessary to extend the learning and build fluency.

Provide Guided Practice
Students read a set of words with the target phonics skill and then sort them according to common spelling patterns.

20

benchmarkeducation.com

CALL 1-877-236-2465 • FAX 1-877-732-8273

21

DAY 5

Phonics and Word Study Instruction

Benchmark Phonics lessons align to and reflect the components of the LETRS® Lesson Plan Template.


On **Day 5** of the instructional cycle, phonics and word study instruction is focused on the following:

- Rereading decodable text for fluency
- High-frequency words
- Spelling/dictation with embedded phonemic awareness (oral segmentation)
- Additional spiral review
- Cumulative assessment

State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Every unit, students listen to a poem aloud. Poetry helps students attend to the sounds of language and can highlight key skills such as rhyme and alliteration. The poems are also connected to the knowledge goals of the unit and can be used to build vocabulary.

Day 5
POETRY OUT LOUD



Shared Readings and Poetry e-Book, Vol. 2, "Old King Cole," pp. 32-33

Learning Targets

Poetry

- Listen to a poem read aloud.
- Identify and analyze an author's use of descriptive words and phrases.
- Read and decode words with inflectional endings.

Phonics and Word Study

- Read decodable text.
- Spell words with consonant digraphs.
- Blend, build, and spell words with initial and final blends.
- Read and write high-frequency words.

Additional Materials

- Shared Readings and Poetry e-book, Vol. 2, pp. 32-33
- Decodable Readers: *I Wish, I Wish; Trish's Birthday*
- *My Reading and Writing*, pp. 8-11
- High-Frequency Word Cards: **were, our, could, these, who, good, by, them**
- Letter Cards: **a, b, c, d, e, g, h, l, m, n, o, p, r, s, t, u, w**
- Student workmats

20 Grade 1 • Unit 4 • Week 1

Poetry Out Loud (10 MIN.)

Introduce and Read the Poem (3 MIN.)

Display and introduce the poem.

"Old King Cole" is a nursery rhyme that has been around for hundreds of years. Like many nursery rhymes, the author is unknown. Also, no one is sure who this poem is about or whether Old King Cole is based on a real person or a made-up character.

As I read the poem, think about the details that describe Old King Cole. Listen and enjoy the poem.

Read aloud the poem in a fluent, expressive voice with appropriate phrasing.

Analyze Descriptive Language (4 MIN.)

Tell students you will read the poem again, and this time you would like them to listen carefully to the descriptive words and phrases used by the poet.

Read aloud the poem, emphasizing some of the language. Point out and discuss a few phrases with students. For example:

In lines 11-13 of the poem, the poet says "Oh, there's none so rare as can compare with King Cole and his fiddlers three." The poet is using old-fashioned language to tell us that the King and the fiddlers are so unique and special that no one compares to them. In other words, there is no one else who is like them.

Pose questions to guide students to analyze other examples of the poet's descriptive language. For example:

- *The poet chose the phrase "merry old soul" to describe King Cole. "Soul" is another way of saying a person's nature or being. Close your eyes and imagine someone who is merry. What do you see in your mind? (someone who is festive and full of joy and good cheer)*
- *So, the king is full of joy. What does the poet mean when he says the king is "old"?* (The King has lived for a long time; he is not a young man.)
- *Look at the illustrations. What other words could the author have chosen to describe the king and the fiddlers?* (happy, joyful, musical)

Day 5
POETRY OUT LOUD


UNIT 4 • WEEK 1

Focus on Foundational Skills: Inflectional Endings (3 MIN.)

We have discussed that -ing can be added to the end of the verb to show action that is happening right now.

Display the sentence: *The boys are singing.* Underline the **-ing** on the end of **singing**. Circle **are**. Explain the use of **are** with plural nouns.

Point to the line in the poem: "He called for his pipe." Challenge students to help you rewrite the sentence to show the action is happening right now. (He is calling for his pipe.) Display the sentence and have students explain why **is**, the helping verb, is used.



21 Grade 1 • Unit 4 • Week 1

Provide Guided Practice
Ample guided practice opportunities are provided. Students' attention is called to previously taught skills and then they are asked to apply the skill orally, while reading, or in writing.

DAY 5 continued Phonics and Word Study Instruction

State Goal and Purpose
The target skill and lesson goal are clearly identified and communicated to students. This is where teachers display or state the related standard in schools where that is required.

Provide Extended Practice
Students reread decodable texts throughout the week to extend the learning and practice and develop fluency.

Provide Guided Practice & Read Text
Ample guided practice opportunities are provided through the reading of decodable texts for students to apply their growing phonics skills and receive corrective feedback from their teacher.

Provide Guided Practice
Ample guided practice opportunities are provided, allowing the teacher to collect important formative assessment data.


Review Previous Lesson
As part of the systematic review and repetition cycle to ensure high-frequency word mastery, students spirally review previously taught words and engage in additional multisensory activities.

Day 5
PHONICS AND WORD STUDY


Review and Monitor Progress (20 MIN.) (IELD) Multisensory Learning

Reread for Fluency (7-8 MIN.)


For fluency practice, have students chorally read "The King's Wish" on pages 8-11 of *My Reading and Writing*. Then ask partners to read together. For additional fluency practice, use *I Wish, I Wish*. Alternatively, you may choose to use the decodable reader *Trish's Birthday* as a fresh read for students. Use this new read to determine fluency with phonics skills and high-frequency words. For students who need additional practice, guide their reading of the text.



Decodable Reader: *I Wish, I Wish*



Decodable Reader: *Trish's Birthday*



Decodable Reader: *The King's Wish*

Note students' speed, accuracy, and intonation. Provide general feedback.

My Reading and Writing, pp. 8-11

High-Frequency Words (3-4 MIN.)

Introduce/Model: were, our, could, these

Display each word. Have students read and spell each word as a group. Then have students use each word in a sentence.

were our could these

who good by them

Spiral Review: who, good, by, them

Read, Build, Write: Have students build each word with Letter Cards. Then have them write the words.

Day 5
PHONICS AND WORD STUDY

Spelling and Dictation (3-5 MIN.) (IELD)

Use the following procedure to monitor progress of students' spelling. Conduct a dictation of a subset of the week's spelling words.

- Say each spelling word and use it in the sentence provided. You will not cover all the spelling words.
- Have students write either the word or sentence, based on time available. Continue with the next word.
- Also look in students' writing from this week for evidence of using the week's spelling patterns correctly.

Review: hand, trip

Display Letter Cards for the word **hand**. Blend the sounds.

Which sounds do these letters stand for?
Let's blend the sounds: /haand/.
Let's read the word together: hand.
 Repeat for the word **trip**.

e-Pocket Chart

h a n d
 t r i p

Practice: trusting, sending, jumping, blocking, stamping

Point out the inflectional ending **-ing** on the end of each word. Have students use each word in a sentence to show that an action is happening right now.

Practice Dictation

Students are given a series of words to spell to apply their growing encoding skills. Their answers are assessed, and follow-up support is provided in subsequent lessons.

bring The men **bring** in the food.

shut The wind **shut** the door.

our **Our** class has fun.

this **This** trash bin is full.

thing That **thing** is hot.

shop We like to **shop** for socks.

these **These** trucks are fast.

than He can jump higher **than** me.

Spiral Review: Initial and Final Blends (3 MIN.)

Cumulative Assessment

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. Use your findings to form small groups.

(IELD) Integrated ELD

<p>Light Support (Bridging, Reaching)</p> <p>1. Offer additional practice with consonant digraphs using Elkonin boxes with decodable words from the week's stories, such as that, king, things, ship, them, this, rang, bells, sang, song, long, land.</p>	<p>Moderate Support (Developing, Expanding)</p> <p>1. Offer additional practice with consonant digraphs using Elkonin boxes with decodable words from the week's stories, such as that, king, things, ship, them, this, rang, bells, sang, song, long, land.</p> <p>2. Focus specifically on the consonant digraph. Guide students to write the letters for the consonant digraph in each word but push markers for the remainder of the word.</p>	<p>Substantial Support (Entering, Beginning)</p> <p>1. Offer drawings of words being orally used as exemplars and non-exemplars.</p> <p>2. Verbally define and translate words into students' native language if possible when beginning instruction.</p> <p>3. Offer additional practice with Elkonin boxes, but focus only on the consonant digraphs. Students should just push markers for the remainder of the word.</p>
--	--	---

UNIT 4 • WEEK 1

Review Previous Lesson
As part of the systematic review and repetition cycle to ensure phonics skill mastery, students spirally review words with previously taught skills.

Provide Guided Practice
Students read a cumulative list of words with taught phonics skills.

Review Previous Lesson
Unique to Benchmark programs, cumulative assessments of students' reading and spelling skills are provided to assist teachers in more effectively monitoring mastery or being alerted to decayed learning in real time so that course corrections can be made to better impact learning.

Common Questions from LETRS-Trained Teachers

Following are common questions received from teachers and reviewers exploring *Benchmark Phonics*.

Scope and Sequence with Spiral Review

<p>Is the scope and sequence well-paced?</p>	<p>Yes. It was developed by phonics expert and researcher Wiley Blevins and includes gradual skill development from simple to complex linguistic constructions. In addition, there is careful consideration of skills as they connect to state and national standards with ample time for students to learn, practice, and master these skills prior to the end of the school year. Pacing can be adjusted based on student needs, and alternate pacing plans are provided (e.g., for K students who come to school knowing the majority of their letter-sounds).</p>
<p>Is substantial review built into each lesson?</p>	<p>Yes, review is built into every lesson. A robust review and repetition cycle is baked into the DNA of the program as well as the scope and sequence. Students require far more than one week of instruction to master and then transfer a skill in both reading and writing. The Spiral Review portion of lessons and the cumulative nature of many activities and the decodable texts are just some of the examples of this extended practice to ensure mastery.</p>
<p>Is there sufficient guided practice over a week or more?</p>	<p>Yes, students have multiple opportunities throughout each lesson to engage in guided practice. In addition, the practice is cumulative. Students require far more than one week of instruction to master and then transfer a skill in both reading and writing. Lessons are created with a built-in review and repetition of skills taught in the previous 4–6 weeks. Teachers have a predetermined roadmap to ensure that students move to mastery and ultimately transfer skills to independent reading and writing tasks.</p>

Practice and Application

<p>Do lessons include application in decodable texts?</p>	<p>Yes, students read or reread a decodable book every day of instruction. On Days 2, 3, 4, and 5, students engage in guided practice with a new decodable text. Throughout the week, students encounter at least 3 new decodable texts—including the “I Read” decodable text in their My Reading and Writing student consumable book and the multiple decodable little books. During small-group and independent time, students engage with decodable texts at a minimum on Days 1, 3, and 4, but more for students who need the additional support. Additional decodable books to build fluency and connected to the program’s scope and sequence are also available. The goal is to provide ample decodables for each skill to meet the needs of all students. For students needing intervention, the <i>Benchmark Phonics Intervention</i> program contains daily decodables as well.</p>
<p>Are skills modeled, practiced with guidance, and practiced independently?</p>	<p>Yes, skills are modeled, practiced with guidance, and practiced independently every day. This gradual release model is a part of the DNA of the program’s construction and instructional design.</p>
<p>Is dictation included as a regular part of instruction?</p>	<p>Yes, dictation is part of the 5-day lesson cycle on Days 2, 3, and 5, and students also write about their reading on Day 4. Dictation is a key part of the encoding portion of the lessons. In addition to the word and sentence dictation provided, students engage in Word Building (which reinforces transferring phonics skills to writing/spelling words), Word Sorts (which focus on common spelling patterns and highlight English rules/generalizations), and writing about the decodable texts, which is a stronger application piece than dictation alone. It requires students to bring together their spelling skills along with their vocabulary, grammar, and punctuation skills as they deepen and display their comprehension of text.</p>



Common Questions from LETRS-Trained Teacher continued

Following are common questions received from teachers and reviewers exploring *Benchmark Phonics*.

Daily Phonics Lessons

<p>Do your phonics lessons incorporate a routine-based lesson format?</p>	<p>Yes, we have a 5-day lesson cycle routine that includes phonological awareness, blending and building words, guided practice, extended practice, and opportunities to encode, review, and develop fluency. Each week teachers and students engage in the 5-day lesson cycle. These whole-group lessons require approximately 30–45 minutes of daily whole-group instruction with additional lessons provided for small-group differentiation and lesson follow-up.</p> <p>The program recognizes that not all students are at the same place in their phonics development and, therefore, differentiation must occur BOTH in the whole-group lessons (e.g., review and challenge exercises) and during some small-group work. During that time, students working independently are engaged in additional reading of decodable texts to build fluency and writing activities to support encoding development.</p>
<p>Do you teach phonological awareness every day?</p>	<p>Yes, we do. Day 1 focuses on the identification, isolation, and articulation of the week’s target sound. Subsequent days focus on oral blending and oral segmentation—the “power” phonemic awareness skills most closely associated with early reading and spelling development. Other phonemic awareness tasks, such as phonemic manipulation, are included where most appropriate.</p> <p>Many critical phonemic awareness tasks are embedded in other activities. This is aligned with research, in which going from sound to print in the same lesson accelerates learning.</p> <p>In Spelling/Dictation lessons, students orally segment the word using counters and Elkonin (Sound) boxes. This is Phonemic Awareness: Oral Segmentation. Then they connect each sound to a spelling and replace the counter with that spelling, either in writing or using letter cards. This is a phonics/encoding activity. Both are in the same lesson, as supported by research.</p> <p>During Build Words activities, students go from one word to the next using letter cards, e.g., “sat” to “mat.” To perform this task, they must orally manipulate the sounds in these words to determine which sound is different and in which position of the word. This is very sophisticated phonemic awareness. Students then must make that phoneme manipulation concrete using letter cards to replace the physical spelling (an encoding activity), and then read the word (a decoding activity) to confirm that the correct substitution was made to create the correct word.</p>

Daily Phonics Lessons continued

<p>How are new concepts introduced in phonics lessons?</p>	<p>Concepts are explicitly explained and introduced through modeling with manipulatives when needed. Teacher “model talk” is provided to support teachers who are new to teaching phonics or have limited background in teaching these skills. In addition, supports for high-impact instruction routines are provided in print and via video.</p>
<p>How were example words chosen for phonics lessons?</p>	<p>Example words were chosen based on utility and grade-appropriateness following the scope and sequence. Word lists, such as frequency lists, were consulted.</p>
<p>Is word meaning addressed and included in phonics lessons?</p>	<p>Attention is paid to word meaning when students apply the phonics skills they’ve learned to reading decodable texts, during dictation, and when writing about what they’ve read. In addition, for English Learners, there is a focus on learning meanings of words in lesson activities and decodable texts. As the scope and sequence progresses and more word study skills are introduced, the focus on combining phonics and meaning/vocabulary increases. Lessons on roots, morphology, concept sorts, and so on are included.</p>
<p>Does your program include instruction for “heart words”?</p>	<p>“Heart words” is a term first used in a publication by Farrell, Osenga, and Hunter (2013) and is in the copyrighted program Readsters. The concept behind the practice is the basic concept of orthographic mapping where it is necessary to (1) attend to the individual sounds in a word, even if it’s irregular, which we do when we ask students to “say the individual sounds they hear in the high-frequency word” and (2) attend to the individual spellings in the word, highlighting in some way the irregular or unknown part that needs to be remembered “by heart,” which we do in that same lesson when we highlight the irregular spelling or part to remember that might cause students confusion.</p>
<p>What is your program’s pathway from word recognition to advanced phonics and morphology?</p>	<p>Skills develop and progress throughout the grade levels—from isolated phonics skills and application to simple one-syllable words to the reading of multisyllabic words and a larger focus on word study skills (syllabication, affixes, morphology, Greek and Latin roots, and so on). Activities such as Reading Big Words Strategy, Transition to Longer Words, and Morphology lessons illustrate that change in focus throughout the grades. See the program’s scope and sequence and/or the “stairstep” visual included in the Teacher’s Resource System.</p>

Glossary of Differing Terminology

Some terms used in LETRS® differ from those used in Benchmark Education yet refer to the same instructional practices. Use the chart below to help translate these terms.

TERM USED IN LETRS®	TERM USED IN BENCHMARK EDUCATION	DEFINITION/EXPLANATION
Additive Blending	Final Blending	<p>Sound-by-sound blending where students see the first letter and say the sound. Then the teacher adds the second letter and blends those two sounds with the students. Finally, the teacher presents a third letter and blends all three sounds to form the word.</p> <p><i>Phonics Routines videos provided by Benchmark Education explain and show this blending routine in action.</i></p>
Heart Words	High-Frequency Word Routine: Say, Spell, Read, Write	<p>The term “Heart Words” is one way to name a routine or protocol that promotes orthographic mapping. <i>Benchmark Phonics</i> has a similar routine. It’s the High-Frequency Word Routine: Say, Spell, Read, Write.</p> <p>Instead of putting a heart above the irregular spelling, <i>Benchmark Phonics</i> instructs students to highlight the irregular spelling or part. The result is the same—attention to the irregular or unknown spelling that students must remember.</p> <p>This is in stark contrast to a whole-word approach where students just look at the word or draw a shape box around it.</p> <p><i>Phonics Routines videos provided by Benchmark Education explain and show this high-frequency word routine in action.</i></p>

TERM USED IN LETRS®	TERM USED IN BENCHMARK EDUCATION	DEFINITION/EXPLANATION
Whole Word Blending	Continuous or Successive Blending	<p>Students produce the sound represented by each grapheme and then blend the whole word together.</p> <p><i>Phonics Routines videos provided by Benchmark Education explain and show this blending routine in action.</i></p>
Word Chains	Minimal Contrasts	<p>Students build words that differ by only one phoneme-grapheme correspondence. They use a previously taught correspondence to learn a new correspondence.</p> <p>In <i>Benchmark Phonics</i> lessons, each week has a Blend and Build Words section. Students use letter cards to build words using minimal contrasts/word chains. This high-impact activity combines phonemic awareness (sound manipulation), encoding (spelling of word), and decoding (reading word to confirm). Additional minimal contrast activities are also provided in small-group lessons.</p>

LETRS® is a trademark registered by Voyager Sopris Learning, Inc., which is not affiliated with, and does not endorse, Benchmark Education Company, LLC nor *Benchmark Phonics* Instruction.



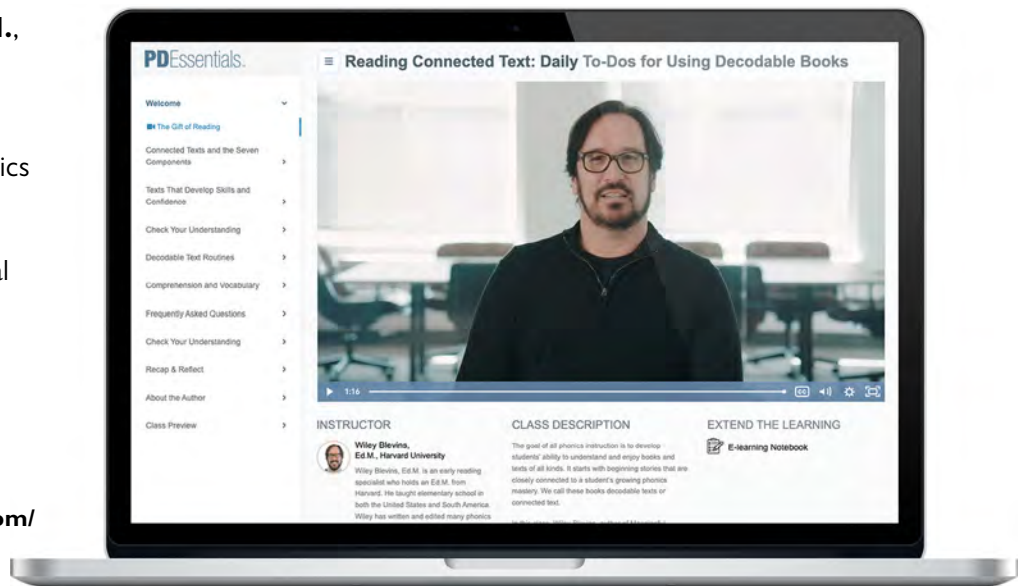
Looking for More Phonics Professional Learning Resources?



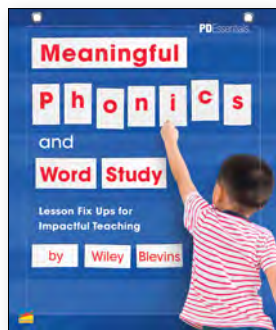
Professional Learning Suite Meaningful Phonics and Word Study with Wiley Blevins

Wiley Blevins, Ed.M., is a literacy expert and early reading specialist. Wiley has written and edited numerous phonics and reading materials, and he is the author of best-selling professional development books.

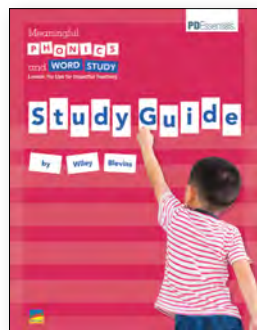
Request a demo today:
benchmarkeducation.com/
benchmarkacademy



7 Video Classes (45 minutes each)



Companion PD Book to Frame Learning



Write-In Study Guide



Implementation Guide for Leaders



Teacher eNotebook



Learn more: benchmarkphonics.com



Call toll-free: 1-877-236-2465 • Visit our website: benchmarkeducation.com