

Logic Model for Benchmark Phonics

Problem: Provide a new program that can be integrated with the *Benchmark Advance* core curriculum as well as be used alone or with other core programs that provide instruction and materials aligned to Science of Reading research and are appropriate for Tier 1 and Tier 2 students.

Resources	Activities	Outputs	Outcomes
<p>Teacher Components</p> <ul style="list-style-type: none"> Teacher’s Resource System: print and digital, 10 units (each 3 weeks long) of instruction, including cumulative assessments Sound-Spelling Instructional Cards Sound-Spelling Display Cards Phonics and High-Frequency Activity Book 5 Volumes Shared Reading and Poetry Phonics Awareness Assessment Booklet Decodable Readers: Grade K—39 titles; Grade 1—72 titles (6-packs of readers) <p>Student Components</p> <ul style="list-style-type: none"> Grades K–1: My Reading and Writing—10 individual units, consumable and digital Grade 2: My Word Study—10 units in 2 volumes, consumable and digital Consumable Black and White Readers: Grade K—39 titles; Grade 1—72 titles (25 copies each) <p>Manipulatives</p> <ul style="list-style-type: none"> Letter Cards Picture Cards High-Frequency Cards Frieze Cards Sound Wall Cards Student Workmats <p>Digital-Only Materials</p> <ul style="list-style-type: none"> ePocket Chart Sound-Spelling Articulation Videos Early Learning Songs Interactive Learning Games <p>Professional Development</p> <ul style="list-style-type: none"> Fully digital access featuring lesson-modeling videos by Wiley Blevins (program author) Additional professional learning content in a multimedia format 	<p>Each unit contains 3 weeks, 5 days per week, of instruction. Each unit has the same unit topic as the <i>Benchmark Advance</i> core program.</p> <p>The Teacher’s Resource System</p> <ul style="list-style-type: none"> Offers modeling, practice, and examples of meaningful daily application to reading and writing through multiple decodable texts, dictation, and writing in response to reading Plans for whole-group, small-group, and independent work are provided with differentiated instructional plans outlined for students above level and below level, and students who are English Learners. <p>The explicit and systematic Scope and Sequence identifies appropriate skills across grades.</p> <ul style="list-style-type: none"> In Kindergarten, lessons provide instruction in phonological awareness, the primary skill, the spiral skills, preview skills and word families, and high-frequency words. In Grade 1, lessons provide instruction in phonological awareness, the primary skill, the secondary skill and word families, the spiral review, and high-frequency words. In Grade 2, lessons provide instruction in phonological awareness, the primary skill, the secondary skill, transition to multisyllabic words, the spiral review, and high-frequency words. <p>Student materials are provided and contain the following.</p> <ul style="list-style-type: none"> Consumable materials are for daily practice and building fluency, with home–school connection activities. Decodable readers support practice of skills learned and can be taken home for additional practice. To support hands-on multisensory and multimodal lessons, manipulative include Letter Cards, Picture Cards, High-Frequency Word Cards, Frieze Cards, and Sound Wall Cards. Digital access is available to ePocket Chart, e-books, songs, games, articulation videos, and extra practice. 	<p>For students, outputs include:</p> <ul style="list-style-type: none"> Making enough progress in reading and writing through phonics instruction to complete the school year on grade level or above Seeing themselves as being good readers and writers Enjoying reading and writing enough to want to continue reading a good book or finish a writing project <p>For teachers, outputs include:</p> <ul style="list-style-type: none"> Seeing progress being made by a student and using the tools available to determine and alter what needs to change Knowing how the flexibility of the program allows the teachers to meet student needs Enjoying the materials and use of materials to help students succeed 	<p>Short-term</p> <p>Students demonstrate proficiency on assessments within the program as well as district/state mandated assessments, indicating standards and skills for the current grade have been learned.</p> <p>Midterm</p> <p>Students increase their knowledge of all areas of literacy instruction across each school year, completing Grade 5 at grade level.</p> <p>Long-term</p> <p>The foundations of literacy instruction, established during the elementary school year, provide the framework for successfully completing coursework in middle and high school, leading to success in chosen careers or college.</p>