Logic Model for Benchmark Phonics Intervention

Problem: Provide a new program that could be integrated with the Benchmark Advance core curriculum as well as be used standalone or with other core programs that provides instruction and materials aligned to Science of Reading research and is appropriate for students two plus years below level (Tier 3), students with dyslexia, and students with other learning disabilities.

Resources	Activities	Outputs	Outcomes
Components • Teacher's Guides for 30 units (10 daily lessons per unit, approximately 40-page booklet) • Student Consumables for 30 units (10 daily lessons per unit, approximately 32-page booklet) • Read-Aloud Cards (11 x 17) 5 per unit, 150 per level • Sound-Spelling Cards, "Instructional size" 3-5 cards per unit • Vocabulary Cards, 4 cards per unit • Vocabulary Picture Cards, 4 cards per unit **Manipulatives** • Letter Card Sheets (2 sheets per letter) • High-Frequency Word Cards (5x7, 2-sided, new set for each level L1: 57, L2: 150) • Phonics Word Cards (5x7, 2-sided, new set for each level L1: 31, L2: 78) • Sound-Spelling Cards, "Display size" • Sound Wall Cards • Student Workmats and punch-out markers **Assessments** • Quick Phonics Assessment and Quick Spelling Assessment by Jan Hasbrouck, PhD • Assessment and Screener Handbook • Phonological Awareness Flip-Chart/Package **Digital Materials** • Benchmark Universe: Digital Learning Portal, interactive resources and instruction for the entire program • ePocket Chart • e-Book for each consumable • Articulation Videos • Online Assessment **Professional Development** • Fully digital access features lessons modeling videos by Wiley Blevins (program author) • Additional professional learning content in a multimedia format.	**Unit Design** • Each unit contains 10 lessons of instruction, one lesson per day for 30 minutes a day minimum. Additional time will increase the intensity of the intervention. • At the end of 5 lessons, there is an informed decision for teachers to make using formative assessment data. ○ If students are showing basic proficiency reading and writing words with the targeted phonics element, even though automaticity might not be evident yet, the recommendation is to move to the next unit. Additional review and practice of that element will continue in following units. ○ If that is not the case and students are still having difficulty, the recommendation is to continue with Lessons 6-10 of the current unit for additional exposure to the targeted phonics element. These additional lessons also increase the intensity of the intervention. **Lesson Design** • Each lesson starts with Warm-Up Review and Repetition. • Multimodal Mini-Lessons are next. During the mini-lessons the targeted phonics element, previous elements, and high-frequency words are introduced, used in blending, read, spelled, sorted, etc. Phonemic awareness plays a large part in these mini-lessons. • The next part includes a Booster session centering around vocabulary, building words, spelling, high-frequency words, etc. • The final part of the lessons, Apply to Reading and Writing, includes narrative, informational, or functional texts; a riddle, poem, or comic; or cumulative sentences, with an associated writing task. • There are always Additional Supports, appropriate for each lesson, in addition to links to the PD Expert Videos.	For students, outputs include • Making enough progress in reading and writing through phonics intervention instruction to complete the school year closer to or at grade level. • Beginning to see themselves as being good readers and writers. • Enjoying reading and writing enough to want to read a book or finishing a writing project. For teachers, outputs include • 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.	**Short-term** Students demonstrate growing proficiency on assessments within the program as well as district/state mandated assessments, indicating standards and skills for the current grade are being learned. **Midterm** Students increase their knowledge of all areas of literacy instruction across each school year, reaching grade level before leaving elementary grades. **Long-term** The foundations of literary instruction, established during the elementary school year, provides the framework for successfully completing coursework in middle and high school, leading to success in chosen career or college.