

Benchmark

# PHONICS INTERVENTION™

# Program Overview



B E N C H M A R K E D U C A T I O N C O M P A N Y

# Welcome to Phonics Intervention!



Dear Educator,

I am excited to introduce you to **Phonics Intervention**!

The ability to read is transformative in a child's life. Insights from multiple branches of science into the process of reading have been uniform in their findings—both on learning to read and on teaching reading.

This research, consistent and extensive, constitutes the science of reading, a persuasive body of evidence that documents the skills and capabilities needed to develop a “reading brain.” These neural connections for reading are made through informed structured literacy instruction.

Instruction needs to be explicit.

Instruction needs to be systematic, with robust built-in review and repetition to ensure mastery.

Instruction needs to move to daily practice through reading and writing application.

Practice is where learning sticks and transfer thrives. Practice is more than isolated drill-type work with a particular skill; it requires application in authentic reading and writing experiences. Too often our intervention students are placed in instruction where they do less reading, not more. We need to flip this paradigm. More reading and more writing lead to more success.

This is where Phonics Intervention really shines. It provides teachers with the necessary roadmap, explicit instruction, age-appropriate materials, ample repetition, and efficient use of instructional time. It provides students with unique tools that maximize learning, with purposeful reading and writing application throughout. It also has the built-in professional development support that elevates teaching capacity and leads to higher-impact instruction.

Built on research aligned to the science of reading and designed to help you deliver the most effective phonics instruction for your students with the highest foundational skill needs, Phonics Intervention invites you to explore a fresh approach to phonics instruction!

Sincerely,

Make a Difference

Wiley Blevins

Benchmark Phonics Intervention is an intensive Tier 3 phonics program that delivers explicit, systematic, multimodal, and cumulative structured literacy. It offers:

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# 4 Levels Reach All Students

## Intensive Tier 3 Intervention

Benchmark Phonics Intervention provides intensive phonics and phonological awareness instruction for students two or more years below grade-level expectations.

Each level delivers:

- 30 Units Focused on a Single Skill
- 10 Lessons per Skill
- 300 Skill Lessons per Level



### Level 4

- Phonological Awareness
- Short/Long Vowels
- Complex Vowels
- r-Controlled Vowels
- 6 Syllable Types
- Related Roots
- Diphthongs
- Inflectional Endings
- Compound Words
- Prefixes/Suffixes
- Tier 2 Vocabulary
- 300 High-Frequency Words

### Level 3

- Phonological Awareness
- Short Vowels (Review)
- Long Vowel Spellings
- r-Controlled Vowels
- Syllable Types
- Diphthongs
- Compound Words
- Inflections
- Tier 2 Vocabulary
- 300 High-Frequency Words

### Level 2

- Phonological Awareness
- Consonant Blends
- Short Vowels (Review)
- Long Vowel Spellings
- r-Controlled Vowels
- Consonant Digraphs
- 123 High-Frequency Words
- Tier 2 Vocabulary
- Silent Letters (wr, kn, gn)

### Level 1

- Concepts of Print
- Phonological Awareness
- Single Consonants
- Short Vowels (Initial/Medial)
- CVC Decoding
- 57 High-Frequency Words
- Tier 2 Vocabulary

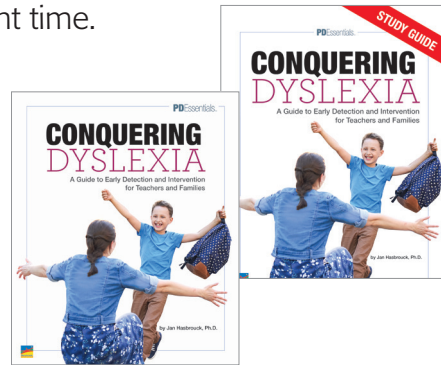
# Differentiated Professional Development Supports All Teachers

## Empower and Elevate the Instructional Craft

For paraprofessionals, new teachers, or experienced veterans, a range of professional development delivers the right content at the right time.



Point-of-use videos by Wiley Blevins and teachers demonstrate phonics routines.



Featuring Wiley Blevins and Jan Hasbrouck, professional books make the complex simple.\*

<ul style="list-style-type: none"> <li>Introduction</li> <li>Blending and the Seven Foundations</li> <li>What Is Blending?           <ul style="list-style-type: none"> <li>Two Types of Blending</li> <li><b>Final Blending: Tips for Success</b></li> <li>Successive Blending: Tips for Success</li> <li>Blending Lines: Tips for Success</li> <li>Recap</li> <li>Extend the Learning</li> </ul> </li> <li>Check Your Understanding</li> <li>Levels of Support</li> <li>Differentiating Instruction</li> <li>Frequently Asked Questions</li> <li>Check Your Understanding</li> <li>Recap and Reflection</li> </ul>	<h3>Powerful Blending: For Decoding, For Fluency, For Fun</h3> <p><b>INSTRUCTOR</b>  <b>Wiley Blevins, Ed.M., Harvard University</b>          Wiley Blevins, Ed.M., is an early reading specialist who holds an Ed.M. from Harvard. He taught elementary school in both the United States and South America. Wiley has written and edited many phonics and reading materials, and is the author of numerous best-selling professional development books.</p> <p><b>CLASS DESCRIPTION</b>          What percent of words in the English language can be sounded out using the standard rules for phonics? What do you think? 50%? 60%? The answer? 84%          Approximately 84 % of words in the English language can be sounded out using the phonics skills typically taught in Grades K-2, and blending is the primary strategy we use to model for students how to sound out words. In this class, Wiley Blevins, author of <i>Meaningful Phonics and Word Study</i> and</p> <p><b>EXTEND THE LEARNING</b>          Professional Learning Notebook</p>
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Multimedia courses on a range of topics deliver professional development around your schedule.\*



In-depth implementation of curriculum support are interactive sessions designed to teach for transfer.

\*Courses and professional development books available separately. Visit [www.benchmarkeducation.com](http://www.benchmarkeducation.com) to learn more.

# The Science of Reading Research in Action

## **Decoding with language comprehension results in reading comprehension.**

Benchmark Phonics Intervention is designed to reflect current and confirmed research on learning to read and teaching reading.

- Explicit and Systematic Phonics Instruction
- Built-In Review and Repetition Cycle
- Frequent Application to Reading and Writing
- Regularly Builds Vocabulary and Content Knowledge

## Why Structured Literacy Works

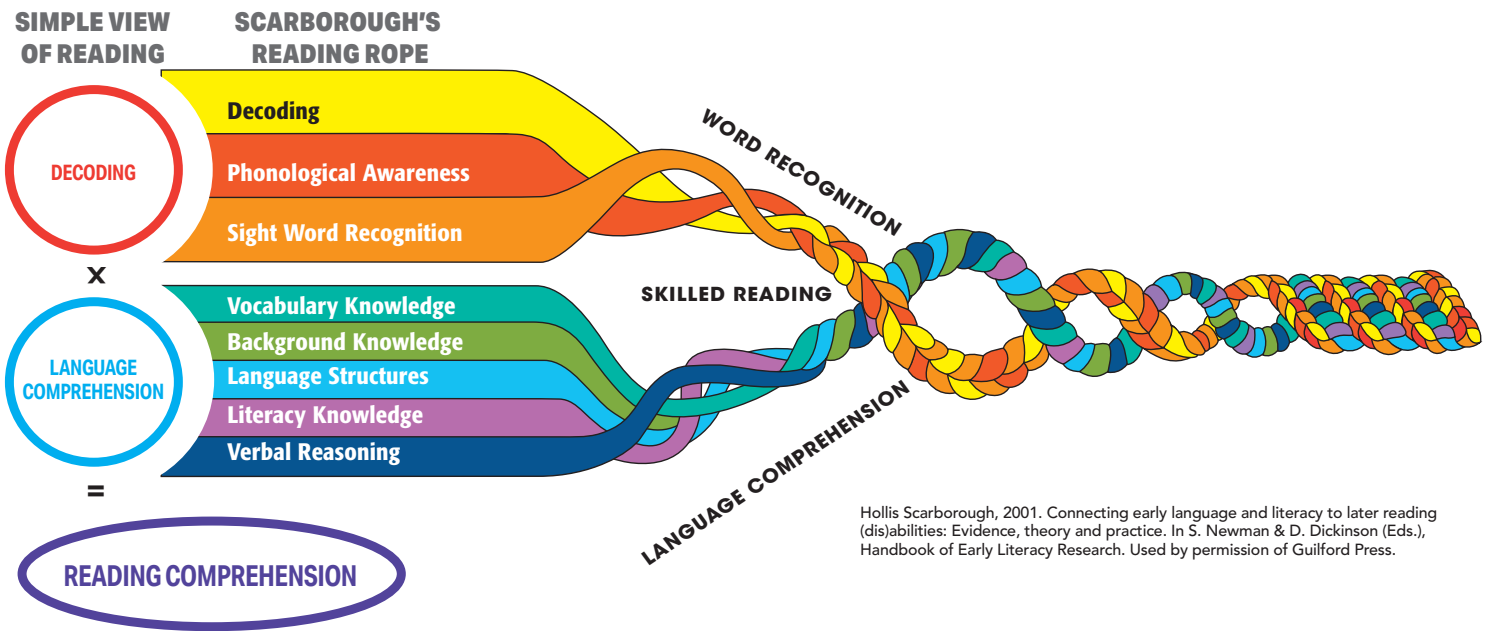
Structured literacy explicitly teaches phonics and word study skills and strategies. These benefit all students, but especially students with dyslexia.

### **Explicit Instruction and Practice**

Phonics Intervention provides deliberate, clear teaching of all aspects of foundational skills in the program. The focus is on daily application to both reading and writing—not isolated skill practice.

### **Systematic and Purposeful**

Sound-spellings are sequenced from easier to more complex and include a review and repetition cycle for mastery, so students can more readily transfer the skills.



## Diagnostic and Cumulative

From Jan Hasbrouck's Quick Phonics Assessment to continuous progress monitoring, cumulative assessments assist teachers in determining skill mastery versus skill decay and to make immediate course corrections.

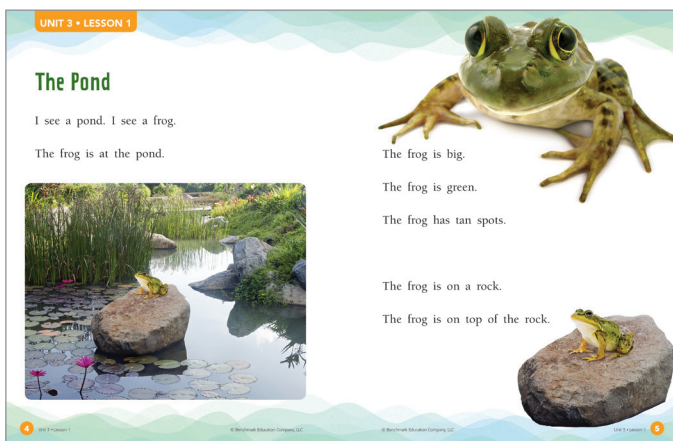
## Multimodal and Engaging

The lessons in the program are multimodal—focusing on reading, writing, speaking, and listening to sounds, letters, and words—and engaging students in multimodal learning, such as dictation, word-building, and phonics songs and videos.

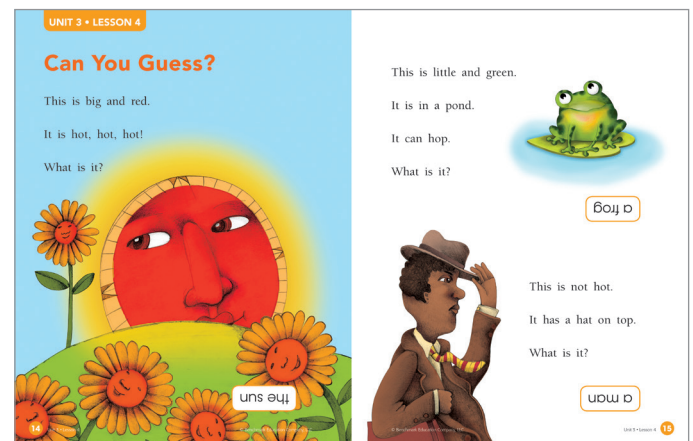
# Deliver Explicit Instruction with Meaningful Practice

**Make phonics meaningful and build for transfer with daily lessons devoted to purposeful reading and writing.**

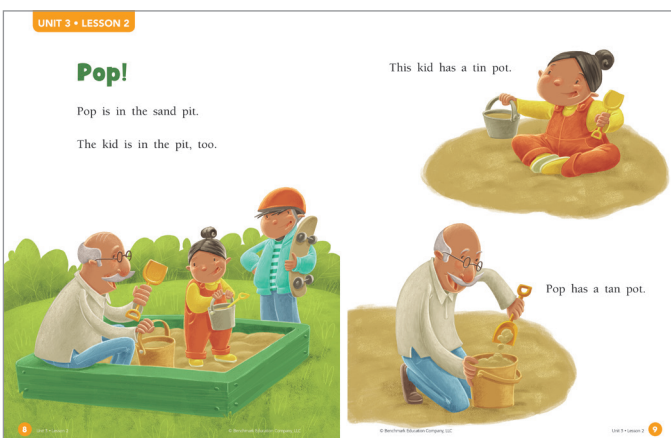
Student Reading Collection provides multiple exposures to the focus phonics skills using different text types and genres for purposeful practice and application to sustain learning.



Each unit begins with a decodable text.



Students practice using the unit's skill with more interactive text, such as riddles, comics, or poetry.



Unit books are packed with multiple texts so that students are reading more and gaining confidence.



Each unit has a game on the back cover of the Student Book so students can continue learning at home, playing this game with family and friends.

The **Teacher's Guides** provide consistency and repetition. Each daily lesson is divided into three distinct sections:

- Warm-Up Review and Repetition
- Multimodal Mini-Lessons
- Apply to Reading and Writing

**Lesson 1 (20-30 MIN)**

Access the Phonics Intervention Library for additional lesson support and reinforcements.

**Materials**

- Reading Cards
- Phonics Cards
- High-Frequency Word Cards

**Warm-Up Review and Repetition (5 MIN)**

**Reread to Build Fluency**

Have students reread "Get a Big Pond" from Unit 2, Lesson 8 to build fluency.

**Provide Corrective Feedback**

Circulate, listen in, and provide corrective feedback.

**Use Student Observation Form**

Have high-frequency words and phonics skills throughout the upcoming lessons.

**Extend Practice**

Have students write the letter **h** on a dry erase board. Prompt them to say the **h** sound each time they write the letter.

**Write**

Have students write the letter **h** on a dry erase board. Prompt them to say the **h** sound each time they write the letter.

**Repeat**

Repeat for consonants **m, n, and t**.

**Multimodal Mini-Lessons (10 MIN)**

**Introduce**

Introduce Unit 3.

**Display**

Have students listen to the sound on the Audio Card. Have them display the Sound Spelling Card **h**. Explain that the letter **h** stands for the **h** sound.

**Blend Words**

Model how to blend words with **h** on a card.

**Model**

Use the first two words in the first line: **mop, hop**.

**Chorally Read**

Have students chorally read the remaining words in each line. For the first time through the blending lines, point to each letter as students say the sound. Then say your finger under the letter as students blend the sounds only. Finally, have students say the word.

**Corrective Feedback**

Provide corrective feedback by pointing to the missed letter sound, stating it, and having students repeat it, then re-blending the word together.

**Vocabulary Booster (10 MIN)**

**Read Aloud: "Let's Go to the Pond"**

- Display the picture on the opposite side of the Read-Aloud Card as you read.
- Use the prompts to highlight the words: **explore, viewing, naturally, ecosystem, and submerged**, and check understanding.
- Ask students to share their wonderings and questions about the text.

**Apply to Reading and Writing (10 MIN)**

**Read: "The Pond"**

Guide students through a reading of "The Pond."

**Additional Supports**

**Use Vocabulary Picture Cards**

**Sing the Letter O Song**

**Handwriting**

**Handwriting Practice Pages**

**Take-Home Activities**

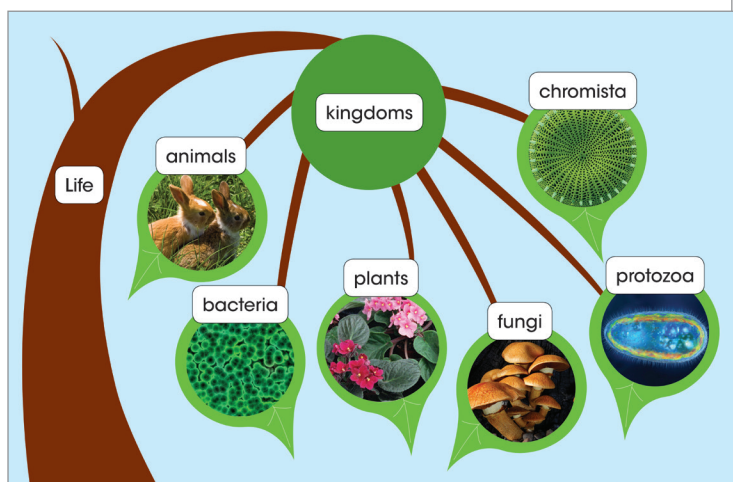
**Intensive Phonological Awareness**

**Built-to PD**

**Write to Deepen Comprehension: Personal Response**

- Have students write about what they see at the pond.
- Allow students to orally share with a partner what they want to write before writing.
- Prompt them to look back at the text for support in writing.
- Students can complete the writing during independent work time.

**Read-Aloud Cards** are fun and interesting ways that students can listen to stories and informative texts related to the unit's topics, while gaining exposure to rich vocabulary.



**Unit 3 • Lesson 5 Read-Aloud**

**1. Preview (10 MIN)**

Display the image. Preview the read-aloud using the vocabulary labels on the image. Point to each label and corresponding image. Say the word, and have students repeat three times. Ask questions to prompt students to use the words, such as: *What do you think this picture shows?*

**2. Build Vocabulary (10 MIN)**

Preview the bolded academic vocabulary using the **Define/Example/Ask Routine**: **Identified, organisms.** **Define:** *Organisms are "individual animals, plants, or single-celled life forms."* **Example:** *We studied two organisms, a frog and a tree.* **Ask:** *What do you think might be considered organisms?*

**3. Read: Classifying Lifeforms**

There are **approximately** 8.7 million different species, or groups of living things. Scientists say "approximately" because they're not sure. They have to make an educated guess. Most of those species have not yet been **identified**.

It's important for scientists to look at different groups to better study and understand the **organisms** on this planet. Once a **specimen**, or thing you're studying, is placed into the organizational system, it is easier for scientists to study and learn about it. So, there's a system for studying living things called taxonomy. **Taxonomy** is a word that comes from **taxis**, an ancient Greek word that means "arrangement." Living things are arranged in levels, from the most general, to very specific.

The first category is the largest: **Life**. Scientists ask, "Is it alive or not?" Once it is determined that the specimen is alive, the next question is, "Which kingdom does it belong in?" Once the kingdom is determined, the next level is **phylum**, then **class**, **order**, **family**, **genus**, and finally **species**. Each new category is just a little more specific.

Right now, there are six kingdoms. Over time, the number of kingdoms has changed. First there were two: **Animals** and **Plants**. With new discoveries, this has broadened to include other forms of life. Let's look at the six current kingdoms. I'll point to each one as I describe it.

**Bacteria.** This kingdom is made up of a type of single-, or one-, celled organisms.

**Protozoa.** This kingdom is made up of single-celled organisms that feed off of other living matter.

**Chromista.** This kingdom is made up of organisms that have some chlorophyll, which makes plants green, but are not plants.

**Fungi.** This kingdom is made up of organisms that use photosynthesis to convert light energy into the fuel they need to live.

**Fungi, or fungus.** This kingdom includes small organisms, like yeast and mold, and larger ones, like mushrooms. Fungi are different from plants because they do not use photosynthesis.

**Animals.** Animals are organisms, most of which eat living material, breathe oxygen, and are able to move.

Which kingdom are we in?

**4. Check Comprehension**

After reading, use the following discussion prompts.

- *Why do you scientists study different species using a system? Turn to your partner and discuss it with them.*
- *How have you ever had to approximate, or make a close guess about, the amount of something? Use the word approximate in your answer.*
- *Which kingdom would a toothbrush belong in? Why do you think so?*
- *Which of the kingdoms can you find outside of your house? Discuss with your partner.*



## Sound Wall Cards

Sound Wall Cards give students an opportunity to see and understand correct mouth positions when making sounds and copy them with their own mouths.

Use the Sound Wall Cards to create a sound wall in your classroom!



## Articulation Videos

Articulation Videos give students an opportunity to see and understand correct mouth positions while hearing the letter-sounds.



## Sound-Spelling Cards

Sound-Spelling Cards provide a key image and word to help students make connections to the sound and recognize the different spelling patterns used to represent a single sound. The back of the Sound-Spelling Cards provides rhymes, word lists, and other support for the teacher. The program contains large cards for classroom display as well as smaller cards provided with the corresponding unit for instructional or sound wall purposes.



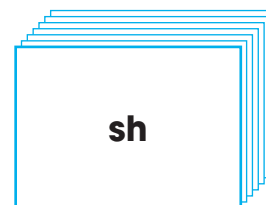
## High-Frequency Word Cards

High-Frequency Word Cards are used in daily lessons to introduce, practice, and review to build automaticity with words found in multiple texts. Letters that do not follow regular spelling patterns are shown in red to aid in pointing out what parts of the word are regular and irregular for orthographic mapping. An example sentence is also provided to ensure students connect to meaning.



## Phonics Cards

Phonics Cards are used in daily lessons to practice, review, and build automaticity with isolated sound-spellings.



## Simple, Easy-to-Use Digital Delivery

Phonics Intervention provides a fully interactive, digital experience. Each lesson in the Teacher's Guide has an online companion with embedded videos, audio scripting, and student-facing displays and activities.

## Online Mini-Lessons

Seamless delivery of lessons with audio and video support.

## Ready-Made Lesson Presentations

Benchmark Phonics Intervention's explicit multimodal lessons are fully packaged into digital presentations that include all of your resources ready to go in just one click.

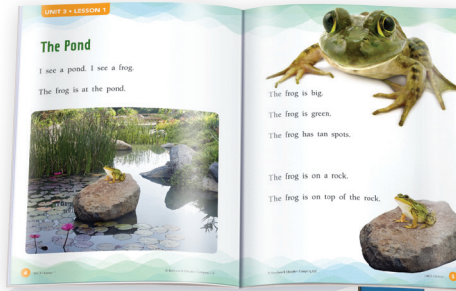
## Anytime, Anywhere, Learning

Pre-built lessons and ample opportunities for meaningful application and practice are available 24/7 from Benchmark Universe.

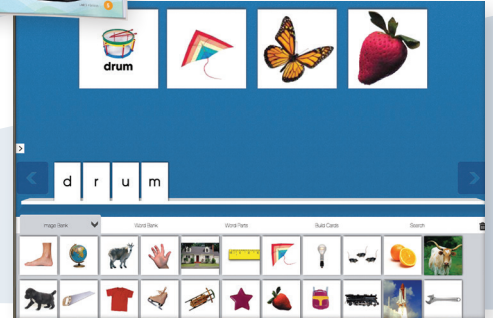


**Just Click  
and  
Access!**

# Engaging Digital Resources



E-Books



ePocket Chart

Phonics Songs & Videos

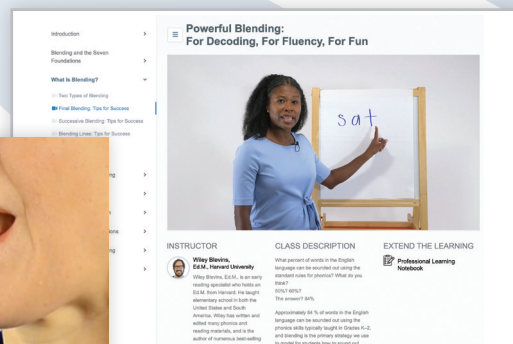
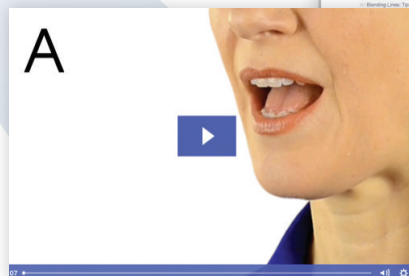


Professional Development Videos



Video Support for Each Key Routine

Articulation Videos



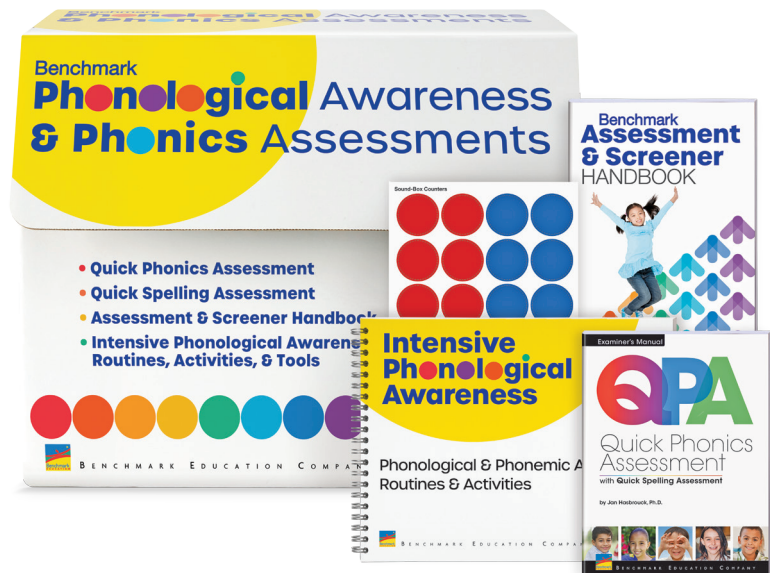
# Comprehensive and Cumulative Assessments

## Monitor and Accelerate

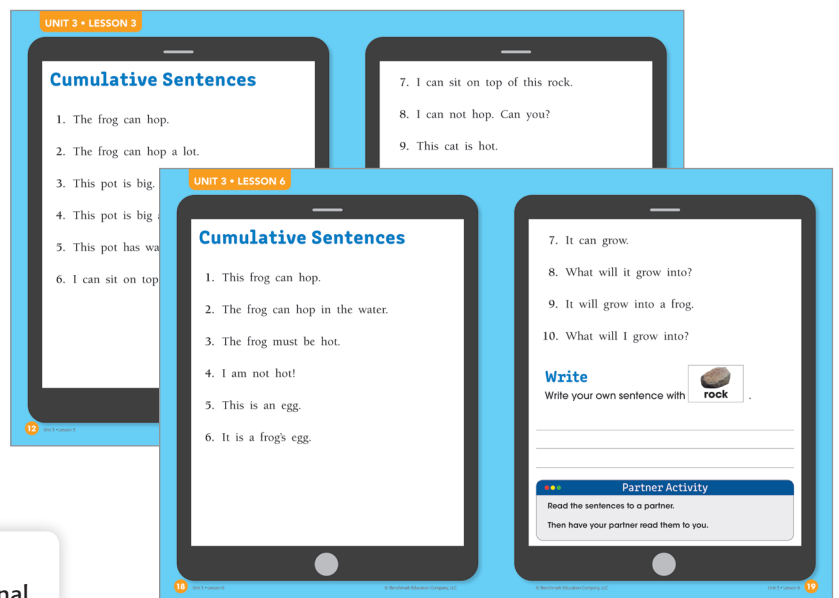
Benchmark Phonics Intervention provides a comprehensive suite of assessment resources. It contains easy-to-use assessment tools that more effectively monitor a student's progress in real time so adjustments in the dosage and pacing of instruction can be made.

## Phonological and Phonemic Awareness Routines and Activities

provides routines, assessments, and activities for each of the 17 key phonological/phonemic awareness skills. This resource can be used at any time in the program to support students with repeated practice.



**Cumulative Review** provides opportunities to continually assess within the Student Book. These are carefully constructed sentences with no picture support that use words with the focus skill and high-frequency words from the unit as well as from previous units.



**Jan Hasbrouck, Ph.D.**, is an educational consultant, author, and researcher on reading fluency, reading assessment, second-language Learners, and coaching. Dr. Hasbrouck worked as a reading specialist for 15 years before teaching at the University of Oregon and later at Texas A&M University.

## Pacing Adjustment and Repetition

check points prompt teachers to make informed decisions about whether a student is ready to move on to the next unit or continue with additional lessons for more instruction and practice.

**Monitor Mastery and Check for Decayed Learning** at the end of each unit, as students engage with Decoding, High-Frequency Words, and Dictation activities.



**Make Informed Decisions**

Based on your formative assessment data, determine if students are ready to move on to Unit 4 (short **e**), or if they would benefit from the additional instruction, practice, and APPLY TO READING AND WRITING in Lessons 6–10.

**Review your notes on the Student Observation Form and other assessments of student work.**

**IF** students are showing basic proficiency reading and writing words with short **e**, even though automaticity might not be evident yet,

**THEN** progress to Unit 4. Note that in this unit, students will continue to review and practice reading and writing words with short **e**. For an added check, have students read aloud “Crops for Us” from Lesson 9 and note specific phonics and high-frequency word needs.

**IF** students are having difficulty reading and writing words with short **e** and distinguishing this sound and spelling from previously taught sounds and spellings,

**THEN** continue with Lessons 6–10. ▶

© Benchmark Education Company, LLC Unit 3 • Short **e** 21

Unit 3 • Lesson 10 • Cumulative Assessment

### Decoding

			Accurate	Automatic
Unit 3	1	mop		
	2	box		
	3	dot		
	4	log		
Unit 2	5	bit		
	6	lick		
	7	him		
	8	kits		
Unit 1	9	sad		
	10	ham		
	11	wag		
	12			

Unit 3 • Lesson 10 • Cumulative Assessment

### Dictation

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Unit 3 • Lesson 10

Unit 3 • Lesson 10 • Cumulative Assessment

### High-Frequency Words

			Accurate	Automatic
Unit 3	1	for		
	2	no		
	3	one		
	4	have		
Unit 2	5	play		
	6	little		
	7	you		
	8	with		
Unit 1	9	the		
	10	see		
	11	she		
	12	and		

Number Accurate \_\_\_\_\_ of 12 | Number Automatic \_\_\_\_\_ of 12

Unit 3 • Lesson 10



**Wiley Blevins** is an internationally recognized expert on phonics. He developed the assessments for Benchmark Phonics units.

# Connected, Multi-Tiered Phonics Solutions

## Comprehensive, Systematic, and Explicit by Design

**Benchmark Phonics Intervention** is a program designed for intensive Tier 3 intervention.

**Benchmark Phonics** is designed for Tier 1 and Tier 2 instruction. Both programs include daily explicit and systematic phonics instruction, build knowledge and vocabulary around the same unit topics, and share scope and sequence so that grade-level expectations are aligned.

