



Benchmark Phonics & Word Study
Workshop 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 & Word Study Workshop*® curriculum.

In the following pages, we have identified where the **nine components** of the **LETRS® Lesson Plan Template** appear across *Benchmark Phonics & Word Study Workshop's five-day lesson cycle*. 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 & Word Study Workshop* curriculum.

Sincerely,
The Benchmark Education Professional Development Team

Table of Contents

Benchmark Phonics & Word Study Workshop..... 4-5

5-Day Phonics Instructional Walkthrough

Day 1 6-9

Day 2 10-13

Day 3 14-16

Day 4 17

Day 5 18-19

Frequently Asked Questions 20-23

Glossary of Differing Terminology..... 24



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 & Word Study Workshop Instruction.

Putting Research, Theory & Professional Learning into Instructional Practice

Benchmark Phonics & Word Study Workshop 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 & Word Study Workshop* 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 for fluency and differentiation) 	<ul style="list-style-type: none"> Phonological Awareness Blend and Build Words (with embedded Phonemic Awareness: Phonemic Substitution) Spelling/Dictation Read Connected Text Small-Group and Independent Practice 	<ul style="list-style-type: none"> Phonological Awareness I Read (read decodable text) Write Words Spelling High-Frequency Words Small-Group and Independent Practice 	<ul style="list-style-type: none"> Apply Phonics in Context (reread decodable text) Write About Texts (spelling and dictation in context with embedded Phonemic Awareness: Oral Segmentation) 	<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

Benchmark Phonics & Word Study Workshop's 5-Day Instructional Cycle

Time Allocation Differences

TOPIC	LETRS® LESSON PLAN TEMPLATE	BENCHMARK PHONICS & WORD STUDY WORKSHOP 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 & Word Study Workshop* whole-group lessons are also 30 minutes. Small-group instruction of 15–30 minutes is also included.

Explicit, Systematic, Multimodal Instruction Brings

Benchmark Phonics & Word Study Workshop is a 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.



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

Phonics to Life

Multisensory/ Multimodal Activities

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

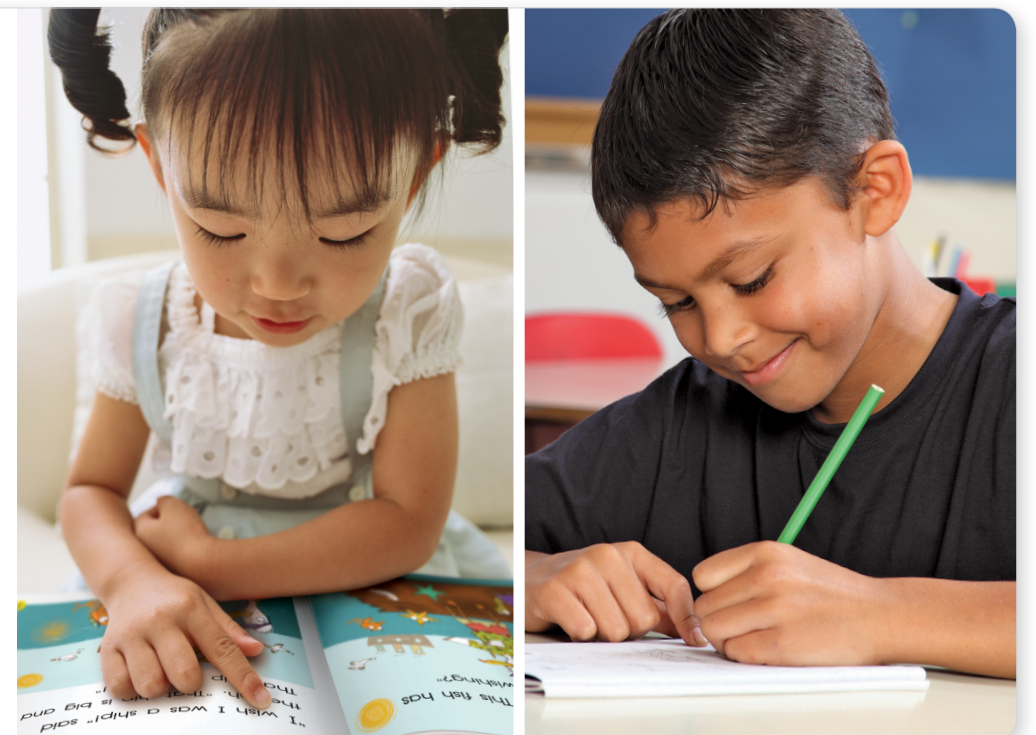


Explicit Instruction

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 & Word Study Workshop 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 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.

Students engage with a **We Read** text, which provides a connection to high-frequency words, phonics elements, and knowledge-building vocabulary. This portion of the lesson can be used as a transition between a reading comprehension lesson and the phonics lesson or as a springboard for additional knowledge building and vocabulary.

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.

Consonant Digraphs (th, sh, ng)

WEEK 1 Day 1

Whole Group

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

Student Objectives

- Participate in shared reading.
- Identify, blend, and spell words with consonant digraphs.
- Learn new high-frequency words.

Materials

- *Interactive Big Book*, Volume 1, pp. 26–27
- *My Reading and Writing*, pp. 4–5
- Picture Word Card: **swing**
- Decodable Lap Book
- Sound-Spelling Cards: Digraphs **th, sh, ng**
- Frieze Card: Consonant Digraphs **th, sh, ng**
- Letter Cards
- Student Workmat
- High-Frequency Word Cards: **were, our, could, these, who, good, by, them**

We Read: “Fairy Tale Song” (3–5 MIN.)

Shared Reading

- Display “Fairy Tale Song” from the *Interactive Big Book*, pages 26–27. Tell students to listen as you read the song aloud. Remind students of the value in making inferences and predictions before, during, and after reading.
- Ask students to predict what the song will be about.
- Read aloud the song. Track the print as you read. Stop halfway through, and ask students to predict how the song might end.
- Continue reading the song. Check comprehension by asking questions: *Was your prediction correct? Did your prediction change as you read? If so, how?*
- Have students open *My Reading and Writing* to “Fairy Tale Song,” pages 4–5. Reread and prompt students to track the print.

Spiral Review

- Point out that the names of characters (Red, Goldilocks, Granny) begin with a capital letter.
- Ask students to identify and read high-frequency words that they recognize.

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

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

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/.

If students have difficulty identifying the sounds, then provide additional modeling.

Spelling-Sound Correspondences (2–3 MIN.)

Introduce: **swing**
Display the Picture Word Card **swing**. This picture shows a swing. The ending sound in **swing** is /ng/. The sound /ng/ 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/.

Model: **th, sh, ng**

- Display the Sound-Spelling Cards for digraphs **th, sh, and ng**. Introduce the sounds /th/ and /sh/ using the model above. Then read aloud the action rhymes, and invite students to chime in.
- Then display the picture side of the Frieze Cards 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.

WEEK 1 Day 1

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.

WEEK 1 Day 1

Blend Words (2-3 MIN.)

Model: this
Display the Letter Cards for one modeling word at a time. Model blending the sounds.
This is the letter t. This is the letter h. When the letters t and h are put together, they make a new sound, /th/. Listen: /thhh/. This is the letter i. It stands for /i/. This is the letter s. It stands for /sss/. Listen as I blend all three sounds: /thhiiisss/, this. Say the word with me: this.

Model: mash
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: /mmaaaa/. This is the letter s. This is the letter h. When the letters s and h are put together, they make a new sound, /shh/. Listen: /shhh/. Listen as I blend all three sounds: /mmaaashhh/, mash. Say the word: 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**.

High-Frequency Words (3-4 MIN.)

Introduce: were, our, could, these
Use the **Say, Spell, Read, Write** routine to introduce high-frequency words.
Say: Display the High-Frequency Word Cards one at a time. Point to and say the word, having students repeat after you.
Spell: Spell the word as you point to each letter.
Read: Have students read and spell the word.
Write: Have students write the word as they spell it aloud.
Finally, have student partners use each word in an oral sentence.

Share and Reflect (1-2 MIN.)
Ask students to work with a partner and make a list of words that end in **ng**. Then call on students to share their words, making a list of rhyming words that end in **ng**.

144 Grade 1 • Unit 4 • Week 1

Consonant Digraphs (th, sh, ng)

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

We Read
Reread "Fairy Tale Song" aloud with students or sing it several times. Guide students to underline the following words and phrases: "Once upon a time," "Happily Ever After," and "Fairy tales." Point out that most fairy tales begin with the phrase "Once upon a time" and end with "They lived happily ever after." Read aloud the song as you and the students track the print. Prompt students to join in on the repeated words and phrases. Read once more. Stop after each stanza, and have students pantomime what has happened or draw a quick sketch to confirm understanding.

Interactive Big Book, pp. 26-27
My Reading and Writing, pp. 4-5

Alternate Learning Path: Have partners work together to create a new stanza for "Fairy Tale Song," then sing it to each other.

Blend Words (EL)
Display Letter Cards for the word **shop**. Use an Elkonin box or the workmat.
Find the letters s and h. What sound do s and h make when put together? /sh/. Push sh into the first box. (In Elkonin boxes, digraphs appear in one box.) Now find o. What sound does o make? /o/. Push the o next to the digraph sh. Blend the sounds: /shhooop/. Now find p. Push p into the box. Blend the sounds to read the word: /shhooop/. One more time: /shhooop/. Say the word with me: shop. Repeat with other words with consonant digraphs (ship, shut, wish, fish, thin, think, that, ring, bring, sung).

EL Transfer Sound and Articulation for English Language Learners
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 each sound. Point out the position and shape of your mouth, especially the tongue and lips. Have students make each sound using small mirrors 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).*

Independent Practice/Partner Work
While you are meeting with small groups, have partners reread the previous week's stories in *My Reading and Writing* and the decodable lap book to build fluency throughout the week.

145 Grade 1 • Unit 4 • Week 1

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.

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.

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.

DAY 2

Phonics and Word Study Instruction

Benchmark Phonics & Word Study Workshop 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
- Read connected text
- 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.

Students engage with a **We Read** text, which provides a connection to high-frequency words, phonics elements, knowledge-building vocabulary, and writing. This portion of the lesson can be used as a transition between a reading comprehension lesson and the phonics lesson or as a springboard for additional knowledge building and vocabulary.

Consonant Digraphs (th, sh, ng)

WEEK 1 Day 2

Whole Group

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

Student Objectives

- Participate in shared reading and writing.
- Identify, blend, and spell words with consonant digraphs.
- Read words with inflectional ending **-ing**.
- Read connected text.

Materials

- *Interactive Big Book*, Volume 1, pp. 26–27
- *My Reading and Writing*, pp. 4–6
- Letter Cards
- Student Workmat
- Connected Text, BLM 10

We Read and Write: “Fairy Tale Song” (5 MIN.) (EL)

Shared Reading
Display “Fairy Tale Song” in the *Interactive Big Book*, pages 26–27. Have students turn to page 4 in *My Reading and Writing*. Read aloud and prompt students to track the print. Encourage students to join in on the rhyming words. Guide students to underline two key fairy tale phrases: “Once upon a time” and “Happily Ever After.”

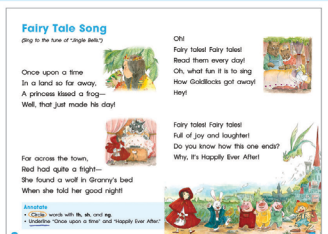
Focus on Foundational Skills

- Guide students to find and circle words in the song with consonant digraphs **th, sh, and ng**.
- Explain that this song uses a type of punctuation called a dash. A dash is used to emphasize the words that come after it. It adds excitement to writing. Explain that a dash should be used only occasionally.

Shared Writing

- Reread the song. Encourage students to join in on the rhyming words (away/day, fright/night). Pause slightly before each rhyming word, and prompt students to provide it.
- Have students turn to page 6 in *My Reading and Writing*. Deepen comprehension by having students complete the sentence *Once upon a time* ____, using their imagination.

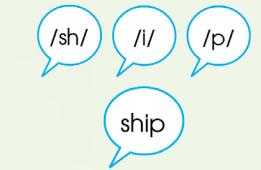
Build Vocabulary
Review the words in the Vocabulary Word Bank. Encourage students to use these words in the sentence and in other writing they do throughout the unit.



Interactive Big Book, pp. 26–27
My Reading and Writing, pp. 4–5

Phonological Awareness: Phoneme Blending (1–2 MIN.)

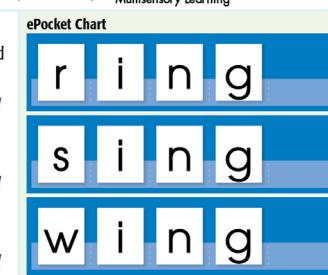
Model: **ship**
Listen as I say the sounds in a word: /shh/ /ii/ /p/.
I will blend the sounds together and say the word: /shhiiip/. **ship**.
Let’s say the word: **ship**.



Practice: **thing, shark, wish, bath, wrong**
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 (2–3 MIN.)

Introduce/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: /sssiiing/. **sing**.
Change the **s** to **w** and repeat with **wing**.
Let’s blend all the sounds together and read the word: /wwwiiing/. **wing**.



Practice: **mash, cash, dash; path, math, bath**
Say each word. Guide students to choose the correct letter or letters to change.

Spiral Review: **net, nest, best, bet, set, sent, send, spend**

Challenge: **ship, hip, hop, shop, shot, hot, hat, that, than, thin, thing**

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

(EL) Supporting English Language Development

Language and Characters in Fairy Tales
Display “Fairy Tale Song.” Write the phrases “Once upon a time” and “Happily ever after” on two sentence strips. Read them to students, and explain that we see the first one in the beginning of many fairy tales and the second one at the end. Discuss that the song has some words and names from different fairy tales. Write the following: **princess, frog, Red, wolf, Granny, Goldilocks**. Explain that some fairy tales have princesses, frogs, or wolves. Point out that **Red** is short for **Red Riding Hood**, **Granny** appears in the same story, and **Goldilocks** is a character from another story. Tell students to listen for the phrases and words you talked about and raise their hands when they hear them. Read or sing the song. When students raise their hands, stop and have them read the word or phrase together.

Practice Phonological Awareness
Students engage in blending and segmenting at 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.

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.

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

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

WEEK 1 Day 2
Consonant Digraphs (th, sh, ng)

Write Words (2–3 MIN.) Multisensory Learning

Model: bath, shop
Display Elkonin boxes.
Watch and listen as I say bath slowly: /baathhh/.
As you say each phoneme, move a marker into a box. (The digraph **th** makes one sound and requires one marker. Therefore, the letters appear in one box, unlike blends.)
I know the letter b stands for /b/. I'll write b.
Listen for the next sound: /baaa/. I hear /a/.
I know that the letter a stands for /a/, so I'll write a.
Listen for the last sound: /baathhh/. I hear /th/. I know the letters th stand for /th/.
I'll write th in the last box.
Repeat for **shop**. (Like **th**, **sh** requires one marker and the letters appear in one box.)
Have students practice on their workmats.

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

Practice: shut, rang

Spiral Review
Final Blends: went, jump, pink, nest
Initial Blends: grab, dress, stop, skip

Elkonin Boxes

●	●	●
b	a	th
●	●	●
sh	o	p

Read Connected Text (3–5 MIN.)

Distribute the Connected Text on BLM 10. Have students whisper-read the text as you circulate and listen in. Ask students to circle words that have the consonant digraphs **th**, **sh**, and **ng**. Point out that the word **reading** has the inflectional ending **-ing**. Explain that this word ending is added to verbs to show the action is happening in the present.

Could you hand me that book on the shelf?	Practice: that, shelf, shells, could Have students use each word in an oral sentence.
I want to read about the sea.	Spiral Review: want, you
I like the sand and shells.	
I am reading a lot!	

Share and Reflect (1–2 MIN.)
Have students tell their partner about their favorite fairy tale and why they like it. Have one or two students share with the class.

Small Group (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 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 ePocket 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 the process with **wish/dish/fish**.

ePocket Chart

h	o	p
s	h	o
p		

Write Words

Write these words in random order: **ship, shop, shut, thin, thick, thing**. Have partners write the words on cards and sort them according to their consonant digraph spelling pattern (**sh**, **th**). Have partners present the words with each spelling pattern. Model self-correcting an error.

Independent Practice/Partner Work

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

- Imagine a book they would like to read (not a book they have already read) and then illustrate a book cover for it. Challenge students to write at least one sentence describing their favorite imaginary book.
- Use each high-frequency word in a sentence.

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.

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.

148 Grade 1 • Unit 4 • Week 1
© 2020 Benchmark Education Company, LLC
© 2020 Benchmark Education Company, LLC
Grade 1 • Unit 4 • Week 1 149

DAY 3

Phonics and Word Study Instruction

Benchmark Phonics & Word Study Workshop 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
- Spelling/writing words
- 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.

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.

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

Consonant Digraphs (th, sh, ng)

WEEK 1 Day 3

Whole Group

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

Student Objectives

- Read accountable text.
- Blend and spell words with consonant digraphs.
- Practice high-frequency words.

Materials

- *My Reading and Writing*, pp. 7–11
- Decodable Lap Book
- Letter Cards
- Student Workmat
- High-Frequency Word Cards: **were, our, could, these, who, good, by, them**

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

Model
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
Repeat the routine, having students supply each new word.

Write Words (3–4 MIN.)

Model: *this, wishing, bring, thing*
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.

Elkonin Boxes

t	h	s

Review: *bath, shop, shut, rang*

Spiral Review: *milk, stump, truck, blast*

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

I Read: “The King’s Wish” (5–7 MIN.) (EL)

Read the Text: Apply Foundational Skills
Have students turn to page 8 in *My Reading and Writing*. Guide them through a reading of “The King’s Wish.” Read the title. Have students whisper-read the text as you circulate and listen in. 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.

My Reading and Writing, pp. 8–11

Connect Phonics to Comprehension
When the task is completed, guide students through a choral-reading of the text. Ask questions about the text that can be answered by the words and art. Include new unit vocabulary in the questions (e.g., castle, cash, tree).

Independent Reading
Prompt students to reread the text with a partner during independent work time. Then have them complete the Partner Work checklist on page 11 of *My Reading and Writing*. Partners must sign to confirm reading.

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

High-Frequency Words (3–4 MIN.)

Practice: *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.

ePocket Chart

were	our	could	these
who	good	by	them

Spiral Review: *who, good, by, them*

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

EL Supporting English Language Development

Meaningful Vocabulary and Sequencing
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.

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.

Share and Reflect (1–2 MIN.)
Have partners discuss what their wish would be if they were the king. Select one or two students to share their wishes with the class.

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.

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.

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

150 Grade 1 • Unit 4 • Week 1

© 2020 Benchmark Education Company, LLC

© 2020 Benchmark Education Company, LLC

Grade 1 • Unit 4 • Week 1 151

DAY 3 continued Phonics and Word Study Instruction


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.

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.

WEEK 1 Day 3

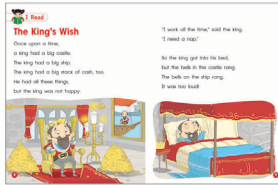
Small Group (10–15 MIN.)
Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

Write Words
Have students turn to page 7 in *My Reading and Writing*.
I will say a word. Listen to the sounds in the word.
Write the letters for the sounds in the boxes.
Ship. /shiiip/. **Ship.** /sh/ /i/ /p/.
Moth. /mmoooth/. **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. /ssiiing/. **Sing.** /s/ /i/ /ng/.
Fishing. /ffiiishing/. **Fishing.** /f/ /i/ /sh/ /i/ /ng/.
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 am wishing for that red ring.



My Reading and Writing, p. 7

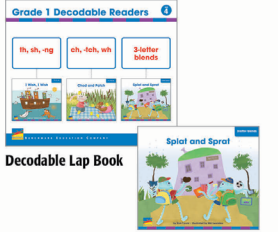
I Read
You may wish to conduct a second reading of “The King’s Wish,” having partners read to each other while you circulate and monitor the reading.
You may wish to use *I Wish, I Wish* in the decodable lap book for additional practice with accountable text.



My Reading and Writing, pp. 8–11

Multisensory Learning
Alternate Learning Path: Have one partner circle all the high-frequency words he or she can identify in “The King’s Wish” while listening to the other partner read.

Independent Practice/Partner Work
While you are meeting with small groups, have students complete the following independently or with partners:
• Have students reread “The King’s Wish” in *My Reading and Writing* or *I Wish, I Wish* in the decodable lap book to develop fluency.
• If you have decodable small books, you may wish to have students read *I Wish, I Wish* with a partner or independently.



Decodable Lap Book

152 Grade 1 • Unit 4 • Week 1 © 2020 Benchmark Education Company, LLC

DAY 4 Phonics and Word Study Instruction

Benchmark Phonics & Word Study Workshop 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)

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 & 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.

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.

WEEK 1 Day 4

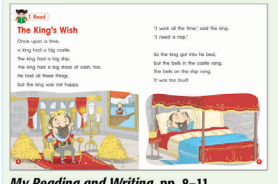
Whole Group
Apply Phonics and Vocabulary in Context (15–20 MIN.)

Student Objectives
• Apply phonics skills to decode.
• Blend and spell words with consonant digraphs.
• Practice high-frequency words.

Materials
• *My Reading and Writing*, pp. 8–13

Reread the Text: “The King’s Wish” (5–8 MIN.)

Build Automaticity
Remind students that they know these high-frequency words in the text: **could**, **these**. Students should be able to read these words fluently. They have also been learning about decoding words with consonant digraphs **th**, **sh**, and **ng**. When they come to a word with one of these consonant digraphs, remind them to use what they know about the sound the two letters make together in order to read the word.

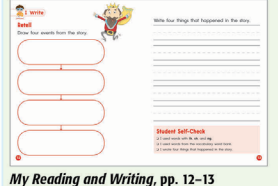


My Reading and Writing, pp. 8–11

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 text aloud for additional practice.

Write About the Text: Encode (7–10 MIN.) **Multisensory Learning**

Have students turn to page 12 in *My Reading and Writing* and respond to their reading of “The King’s Wish.” Have students draw four things that happen in the story and then write a retelling.



My Reading and Writing, pp. 12–13

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 provide feedback.

Share and Reflect (1–2 MIN.)
Have students work with a partner to describe their favorite place to take a nap. Then have one or two students share with the class.

153 Grade 1 • Unit 4 • Week 1 © 2020 Benchmark Education Company, LLC

DAY 5

Phonics and Word Study Instruction

Benchmark Phonics & Word Study Workshop 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.

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.

Review and Assess

WEEK 1 Day 5

Whole Group

Review and Assess (15–20 MIN.)

Student Objectives

- Apply consonant digraphs in context.
- Review initial and final blends.

Materials

- *My Reading and Writing*, pp. 8–11
- Decodable Lap Book
- Letter Cards
- Student Workmat
- High-Frequency Word Cards: **were, our, could, these, who, good, by, them**

Reread for Fluency (5–7 MIN.) (EL)

Have students open *My Reading and Writing* to “The King’s Wish” on pages 8–11. Have them read aloud the text together. Then ask partners to read together.

You may choose to use *I Wish, I Wish* in the decodable lap book for additional fluency practice.

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

High-Frequency Words (3 MIN.) (EL) Multisensory Learning

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.

Practice: **who, good, by, them**

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

Spelling Assessment and Dictation (5 MIN.)

Use the following procedure to assess students’ spelling of this week’s words.

- Say each spelling word, and use it in the sentence provided.
- Have students write the word or the sentence, based on time available. Then continue with the next word.
- When students have finished, collect their papers and analyze their spellings.

bath	We gave the dog a bath .
shut	Mom shut the door.
wishing	I am wishing for a fish.
bring	I will bring a big gift.
thing	What is that thing ?
shop	We like to shop .
this	I like this shirt.
rang	The phone rang six times.
these	These cats are for you.
our	Our tent is little.

Spiral Review: Initial and Final Blends (5 MIN.)

Review: **send, trip, black, step**
Display Letter Cards for the word **send**. Blend the sounds.
What sounds do these letters stand for?
Let’s blend the sounds: /ssseeennnd/.
Let’s read the word together: send.
Repeat for the words **trip, black, step**.

ePocket Chart

s	e	n	d
t	r	i	p

Practice: **nest, hand, drop, class, sled**

Supporting English Language Development

<p>Light Support 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 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. 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 Offer drawings of words being orally used as exemplars and non-exemplars. Verbally define and translate words into students’ native language if possible when beginning instruction. 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>
---	--	---

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.

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.

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.

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.

WEEK 1 Day 5

Common Questions from LETRS-Trained Teachers

Following are common questions received from teachers and reviewers exploring *Benchmark Phonics & Word Study Workshop*.

Scope and Sequence with Spiral Review

Is the scope and sequence well-paced?	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).
Is substantial review built into each lesson?	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.
Is there sufficient guided practice over a week or more?	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.

Practice and Application

Do lessons include application in decodable texts?	Yes, lessons include many opportunities for students to apply their phonics knowledge in decodable texts. Throughout the week, students encounter new decodable texts—including the “I Read” decodable text in their <i>My Reading and Writing</i> student consumable book and multiple decodable books. During small-group and independent time, students also engage with decodable texts, especially students who need 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 Benchmark Phonics Intervention program contains daily decodables as well.
Are skills modeled, practiced with guidance, and practiced independently?	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.
Is dictation included as a regular part of instruction?	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.



Common Questions from LETRS-Trained Teachers

Following are common questions received from teachers and reviewers exploring *Benchmark Phonics & Word Study Workshop*.

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 included in the brochure or Teacher's Resource System.</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 & Word Study Workshop* Instruction.

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 & Word Study</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 & Word Study</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>
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 Contrast Words	<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 & Word Study</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 & Word Study Workshop* Instruction.



Learn more: benchmarkworkshop.com



B9112



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