



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to [textbook@doe.in.gov](mailto:textbook@doe.in.gov) **no later than midnight on Wednesday, February 29.**

**Publisher Name/Book Title/Grade Level: Benchmark Education Company/Benchmark Literacy/Second Grade**

Section	Indicator Number	Publisher Comments	Evidence
<i>Example: Professional Development</i>	<i>Example: #4</i>	<i>Example: Info not originally provided to reviewers</i>	<i>Example: Customized options provided as noted in PD brochure attached.</i>
ID: Are there guidelines for forming flexible groups based on student progress?	# 26	Please refer to Teacher Resource Systems or BL Resources Site.	In every Unit, a sample rotation schedule is given to help teachers with implementation of small groups. Please find on foldout at end of each unit in the Teacher Resource Systems. You can access the Teacher’s Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: <a href="http://blresources.benchmarkeducation.com/">http://blresources.benchmarkeducation.com/</a>
ID: Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	# 29	See Teacher’s Resource and Fidelity of Implementation Toolkit and Professional Development support classroom support personnel.	TRS Stands for Teacher’s Resource System and this is located at the very front of the guide. This will be used for core instruction by classroom teacher.
P: Instructional Design:	# 5	Limited phonics resources available for original review. Now, dedicated BL Phonics TRS and Online Resources	The curriculum is spiraled with a review of sound/symbol relationships previously



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Does phonics instruction include cumulative review?		available.	taught in each and every lesson. This is done through spelling, blending, decodable text, sound symbol relationships. Please see Online Version of Benchmark Literacy Phonics Resources now available at <a href="http://phonicsresources.benchmarkeducation.com/">http://phonicsresources.benchmarkeducation.com/</a> Login information in addendum.
P: Does the program clarify that high frequency words can be both regular and irregular?	# 19	Within Overview Handbook.	The list of regular and irregular HFW can be found in the scope and sequence on pages 24-38 in the Overview and Assessment Handbook on the Benchmark Literacy Resource site under Program Implementation and Management in Grade K. You can access the Teacher's Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: <a href="http://blresources.benchmarkeducation.com/">http://blresources.benchmarkeducation.com/</a>
F: Do students have opportunities to time themselves and graph results after rereading the same text?	# 24		The 1 <sup>st</sup> decodable reading passage that has the number of running words at the end of each line is there for the sole purpose for students to calculate their fluency rate. This is found in every Spiral Up Orange folder. The reproducible is located in the Reproducible Activities and Home Connections Booklet for each lesson. Please see Online Version of Benchmark Literacy Phonics Resources now available at <a href="http://phonicsresources.benchmarkeducation.com/">http://phonicsresources.benchmarkeducation.com/</a> Login information in addendum. In the Fluency Development Assessment Book, there are



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			opportunities for students to time and graph themselves on leveled passages. This Assessment Handbook is found in each teacher's Tool Kit. You can access the Teacher's Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: <a href="http://blresources.benchmarkeducation.com/">http://blresources.benchmarkeducation.com/</a>
F: Are there directions for how to pair students for partner reading?	# 25	Refer to Whole Group Teacher's Resource Systems or Small Group Teacher's Guides included within each Unit on the Teacher's Resource Site.	Partner Reading is an integral part of Fluency instruction, and many of the activities found in Benchmark Literacy Instruction include partner reading. Please see Teacher's Resource System Whole Group Daily Plans and Small Group Teacher's Guides. You can access the Teacher's Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: <a href="http://blresources.benchmarkeducation.com/">http://blresources.benchmarkeducation.com/</a>
F: Are students taught a specific error correction to use when reading with a partner?	# 26	Please review direction to plans.	During Reader's Theater, students are reminded to support each other's fluency development by providing support as needed and by giving positive feedback. This is located under Oral Language Extension. Please look in Week 3 of each Unit in the Teacher's Resource System or the Teacher's Guide included in the Reader's Theater title set. You can access the Teacher's Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: <a href="http://blresources.benchmarkeducation.com/">http://blresources.benchmarkeducation.com/</a>



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V: Does vocabulary instruction include cumulative review?	# 5	Limited phonics resources available for original review.	High Frequency vocabulary is cumulative review in the Spiral Up Program. Please see Online Version of Benchmark Literacy Phonics Resources now available at <a href="http://phonicsresources.benchmarkeducation.com/">http://phonicsresources.benchmarkeducation.com/</a> Login information in addendum.
V: Repeat exposure to words in rich and multiple	# 16	Please refer to Small Group Teacher's Guides on Teacher's Resource Site under Small Group.	Repeat exposure to rich vocabulary is given in small group instruction. Many texts contain academic vocabulary that is repeated throughout a text and throughout a theme. The books are read and reread as students revisit the texts. . You can access the Teacher's Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: <a href="http://blresources.benchmarkeducation.com/">http://blresources.benchmarkeducation.com/</a>
V: Is dictionary use explicitly taught using grade-appropriate dictionaries?	# 23		Dictionaries are not used; however, glossaries are used in some leveled text during small group instruction. . You can access the Teacher's Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: <a href="http://blresources.benchmarkeducation.com/">http://blresources.benchmarkeducation.com/</a>
P: Are individual sounds in a blend taught?	# 9	Limited phonics resources available for original review.	BL Phonics Teacher's Guide: Unit 3, "Weeks" 1-4 &7, "Blends." Please see Online Version of Benchmark Literacy Phonics Resources now available at <a href="http://phonicsresources.benchmarkeducation.com/">http://phonicsresources.benchmarkeducation.com/</a> Login information in addendum.



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P: Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	# 20	Limited phonics resources available for original review.	BL Phonics Spiral Up Teacher's Guide: Unit 4, All Weeks, "New Skill." Please see Online Version of Benchmark Literacy Phonics Resources now available at <a href="http://phonicsresources.benchmarkeducation.com/">http://phonicsresources.benchmarkeducation.com/</a> Login information in addendum.
F: After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	# 19	Limited phonics resources available for original review.	BL Phonics Spiral Up Teacher's Guide: Unit 3, All Weeks, "Read the Book." Please see Online Version of Benchmark Literacy Phonics Resources now available at <a href="http://phonicsresources.benchmarkeducation.com/">http://phonicsresources.benchmarkeducation.com/</a> Login information in addendum.
V: Multiple meanings?	# 22		BL Phonics Spiral Up Teacher's Guide: Unit 8, Week 2, "Multiple Meanings (word study)" Please see Online Version of Benchmark Literacy Phonics Resources now available at <a href="http://phonicsresources.benchmarkeducation.com/">http://phonicsresources.benchmarkeducation.com/</a> Login information in addendum.
Figurative meanings?			