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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 **no later than midnight on Wednesday, February 29.**

Publisher Name/Book Title/Grade Level Benchmark Education Company/Benchmark Literacy/Kindergarten

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 teacher directives highly detailed to ensure accurate implementation?	# 12	Please see resources on BL Resources Site.	The Teacher Resource Systems for the Whole Group component and the Teacher’s Guides for Small Group are very explicit with directives. Please see blue italicized scripting. The program does not come packaged with Read Alouds. However, suggested Read Alouds are given in the Appendix, and in the Unit planner. You can access the Teacher’s Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: http://blresources.benchmarkeducation.com/
ID: Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or	# 27	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.



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volunteer)?			
ID: Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	#28	As a comprehensive program, it supports core instruction. Through developmental level instructional and resource supports, it allows for differentiated instruction. More explicitly articulated here.	Page V states that it is an easy to implement comprehensive reading program for Grades K-6. As a submitted Comprehensive Program, the program's core instruction is for Tier I delivery. Small Group Instruction allows for differentiated and Tier II Instruction.
PA: Is phonological/phonemic awareness instruction explicit?	#1	Limited phonics resources available for original review.	All Phonemic Awareness and phonics instruction is in the Start Up Kit. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Is phonological/phonemic awareness instruction systematic?	#2	Limited phonics resources available for original review.	The scope and sequence is located on Page 27 -28 of the Start Up Overview and Assessment Handbook. Each Lesson has a structured routine of Phonemic Awareness, Sound/symbol relationships, blending, spelling, sight words, decodable texts. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines?	# 3	Limited phonics resources available for original review.	The scope and sequence is located on Page 27 -28 of the Start Up Overview and Assessment Handbook. Each Lesson has a structured routine of Phonemic Awareness, Sound/symbol relationships, blending, spelling, sight words, decodable texts. Please see Online Version of



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			Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Is phonological/phonemic awareness instruction scaffolded?	# 4	Limited phonics resources available for original review.	Phonological Awareness/Phonemic Awareness instruction is scaffolded. It proceeds from the easiest skill to the most complex skill. Also, there is an additional book on Phonological Awareness activities that accompanies the program with scaffolded instruction. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Does phonological/phonemic awareness instruction include cumulative review?	# 5	Limited phonics resources available for original review.	The curriculum is spiraled with a review of PA skills previously taught in each and every lesson. See Scope and Sequence. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are assessments included to measure and monitor progress in phonological/phonemic awareness?	# 6	Limited phonics resources available for original review.	Quick Checks are found at the back of the Start Up Over View and Assessment Handbook for each and every Unit to monitor progress. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
	# 7	Limited phonics resources available for original review.	Phonemic Awareness is a small part of the



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PA: Is PA only a small portion of the daily lesson?			beginning of every phonics lesson. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Does each day's lesson focus on only one or two PA skills (as opposed to several)?	# 8	Limited phonics resources available for original review.	The PA scope and sequence is located on page 24-28 of the Start Up Overview and Assessment Handbook. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are there instructions for PA activities to alert the teacher to student readiness?	# 9	Limited phonics resources available for original review.	There is a Pre Test in the Overview and Assessment Handbook . Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	# 10	Limited phonics resources available for original review.	The Start Up program provides a full range of PA activities that range from easy to complex. The scope and sequence can be found in the Overview and Assessment handbook. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Does PA start with larger unites (words and syllables) and progress to smaller units	# 11	Limited phonics resources available for original review.	The scope and sequence can be found in the Overview and Assessment handbook. Please see Online Version of Benchmark Literacy Phonics Resources now available at



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(phonemes)?			http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	#12	Limited phonics resources available for original review.	The Start Up program provides a full range of Systematic PA activities that range from easy to complex. The scope and sequence can be found in the Overview and Assessment handbook. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are there activities for students to blend onsets and rimes?	#17	Limited phonics resources available for original review.	This is found in the Red Lessons under Concept of Words. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are there rhyming activities (recognition and production)?	#19	Limited phonics resources available for original review.	Elkonin Boxes are used in the Spelling portion of the lesson. They are printed on the workmats. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	# 20	Limited phonics resources available for original review.	At the phoneme level, instruction moves from the first sound to the last sound to the medial sound. See scope and sequence. Pages 24 -28. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in



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PA: Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	# 24	Limited phonics resources available for original review.	Every lesson in the Start Up kit begins with a PA activity, then it moves to the phonics level with sound/symbol relationships. This can be found in any purple lesson. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Does the program specify when oral language PA activities should be phased out?	# 25	Limited phonics resources available for original review.	Oral Language Activities are continued throughout the Kindergarten and First Grade program Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are the words used in PA activities found in subsequent word lists and text readings?	# 26	Limited phonics resources available for original review.	Yes, many of the words found in the PA activities are found in the poems, decodable word lists, etc. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Does the program include a pronunciation guide for the various features of sound production (e.g. stop sounds and continuous sounds)?	# 27	Limited phonics resources available for original review.	Yes, instruction is provided to how the sound is made for example for Unit 3, Start Up Lesson, Letter T "Point out that the word at has a stop sound at the end." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in



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			addendum.
PA: Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	# 28		No computer software accompanies the program for phonics. Under product development plans.
P: Is phonics instruction explicit?	# 1	Limited phonics resources available for original review.	The BL Phonics Start Up Program is an explicit systematic phonics program. The instruction is directive for teachers. See a purple lesson guided. Please see lessons. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Is phonics instruction systematic?	# 2	Limited phonics resources available for original review. Now, dedicated BL Phonics TRS and Online Resources available.	The Start Up Kit is systematic. It follows a scope and sequence, Each week's session is in a file folder design with all materials included to teach lesson. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Does phonics instruction include coordinated instructional sequences and routines?	# 3	Limited phonics resources available for original review. Now, dedicated BL Phonics TRS and Online Resources available.	The scope and sequence is located on Page 24 -28 of the Start Up Overview and Assessment Handbook. Each Lesson has a structured routine of Phonemic Awareness, Sound/symbol relationships, blending, spelling, sight words, decodable texts Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in



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			addendum.
P: Is phonics instruction scaffolded?	# 4	Limited phonics resources available for original review. Now, dedicated BL Phonics TRS and Online Resources available.	Instruction moves through a Model – Guide- Apply Routine. Also, The routine is learning the phonetic element in isolation then moving it to context. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Does phonics instruction include cumulative review?	# 5	Limited phonics resources available for original review. Now, dedicated BL Phonics TRS and Online Resources available.	The curriculum is spiraled with a review of sound/symbol relationships previously 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 http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Are assessments included to measure and monitor progress in phonics?	# 6	Limited phonics resources available for original review.	Quick Checks are found at the back of the Start Up Over View and Assessment Handbook for each and every Unit to monitor progress Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Are letter-sound correspondences taught to mastery and reviewed cumulatively?	# 11	Limited phonics resources available for original review.	The curriculum is spiraled with a review of sound/symbol relationships previously taught in each and every lesson. This is done through spelling, blending, decodable text, sound symbol relationships. Quick Checks are found at



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			the back of the Start Up Over View and Assessment Handbook for each and every Unit to monitor progress and to check for mastery. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Do students practice decoding words that contain only those letter-sounds that have been previously taught?	# 13	Limited phonics resources available for original review.	The Start Up Kit is Systematic. When the program is taught in order, all of the words and texts that are introduced are decodable. They have been introduced before and/or the sound/symbol relationships have been taught previously. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	# 14	Limited phonics resources available for original review.	In the Start-Up program students begin immediately blending sounds together. They begin in Unit 1 with am. See the progression in the Scope and Sequence on pages 24-28. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Is spelling taught during word learning so students can understand how sounds map to print?	# 16	Limited phonics resources available for original review.	Spelling using Elkonin Boxes is a daily component See Grade K Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/



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			tion.com/ Login information in addendum.
<p>P: Does instruction follow the continuum of word types (beginning with CV and CVC words) incorporating continuous and stop sounds and blends in an appropriate sequence?</p>	# 18	Limited phonics resources available for original review.	The curriculum is spiraled with a review of sound/symbol relationships previously 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 http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
<p>P: Are reviews of previously taught concepts and words frequent and cumulative?</p>	# 19	Limited phonics resources available for original review.	Decodable texts are an integral part of the program. See Components at a Glance in the Overview and Assessment Handbook for the Start Up Phonics Program found on the Benchmark Literacy Resource site under Program Implementation and Management in Grade K. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
<p>P: Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?</p>	# 21	Limited phonics resources available for original review.	Decodable texts are used with leveled texts to promote reading growth. See Teacher's Guide for Grade K, Phonics, Unit 10, Week 2 for example. Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
<p>P: Does the program clarify that</p>	# 23	Within Overview Handbook.	The list of regular and irregular HFW can be found in the scope and sequence on



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<p>high frequency words can be both regular and irregular?</p>			<p>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: http://blresources.benchmarkeducation.com/</p>
<p>F: Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?</p>	<p># 10</p>	<p>The teacher instructions for the decodable books do not include much feedback. Additionally, the directions suggest that all students are reading the same decodable book at the same time. There are no options for differentiating the reading of decodable texts based on student readiness.</p>	<p>While the students are reading the decodable text in a small group, the teacher is dropping in and listening in to students and providing feedback to each student's reading skills based on fluency, and decoding. See Teacher's Guide for Grade K, Phonics, Unit 10, Week 2 for example.</p>
<p>P: Are decodable texts read before trade books (for students to master new skills)?</p>	<p>#22</p>		
<p>Specific BL Phonics Page Examples</p>			
<p>PA: Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?</p>	<p># 12</p>	<p>Limited phonics resources available for original review.</p>	<p>BL Phonics TE: Unit 1, Weeks 1-10, "Rhyme Recognition, Word Discrimination, Segmenting words into Syllables, Blending Syllables." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.</p>



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PA: Does PA start with larger unites (words and syllables) and progress to smaller units (phonemes)?	# 11	Limited phonics resources available for original review.	BL Phonics TE: Unit 1, Weeks 3-10, "Rhyme Recognition, Concept of Words, Segmenting Words." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Do students count the number of words in spoken sentences?	# 13	Limited phonics resources available for original review.	BL Phonics TE: Unit 1, Weeks 6-9, "Segmenting Words by Syllables." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are there rhyming activities (recognition and production)?	# 14	Limited phonics resources available for original review.	BL Phonics TE: Unit 1, Weeks 1-5, "Rhyme Recognition." Week 6-10, "Producing Rhyme." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA:	# 15	Limited phonics resources available for original review.	BL Phonics TE: Unit 2, Week 2, "Listening for Rhyme initial /s/ sound." Please see



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Are there alliteration activities?			Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are there activities that involve counting the number of syllables in a word?	# 15	Limited phonics resources available for original review.	BL Phonics TE: Unit 1, Weeks 7-9, "Segmenting Words by Syllables." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are there activities that involve blending and segmenting syllables in a word?	# 16	Limited phonics resources available for original review.	BL Phonics TE: Unit 1, Weeks 6-10, "Segmenting Words by Syllables." Phonics TE: Unit 2, Weeks 10-25, "Blending Syllables." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are there activities for students to blend onsets and rimes?	# 17	Limited phonics resources available for original review.	BL Phonics TE: Unit 2, Weeks 12, 14, 15, 17-20, "Blending Onset Rime Please see Online Version of Benchmark Literacy Phonics Resources now available at



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			http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	#18	Limited phonics resources available for original review.	BL Phonics TE: Unit 1, All weeks, "Spelling Words." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are there blending activities at the phoneme level?	# 21	Limited phonics resources available for original review.	BL Phonics TE: Unit 3, Weeks 11, 25, 30, 31. "Blend and Segment Phonemes." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
PA: Are there segmenting activities at the phoneme level?	# 22	Limited phonics resources available for original review.	BL Phonics TE: Unit 3, Weeks 11, 25, 30, 31. "Blend and Segment Phonemes."
PA: Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?	# 23	Limited phonics resources available for original review.	BL Phonics TE: Unit 3, Weeks 11, 25, 30, 31. "Blend and Segment Phonemes." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeduca



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			tion.com/ Login information in addendum.
P: Does the program teach both consonants and vowels?	# 7	Limited phonics resources available for original review.	BL Phonics TE: Unit 1, Weeks 3-10, "Letter Recognition (consonants)." Phonics TE: Unit 3, Weeks 1-10, "Review Short Vowels and Consonants." Phonics TE: Unit 3, Weeks 8-10, "CVCe Long Vowels." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Are short vowels taught before long vowels?	# 8	Limited phonics resources available for original review.	BL Phonics TE: Unit 3, Weeks 1-10, "Review Short Vowels and Consonants." Phonics TE: Unit 3, Weeks 8-10, "CVCe Long Vowels." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	# 9	Limited phonics resources available for original review.	BL Phonics TE: Unit 1, Weeks 3-10, "Letter Recognition (consonants)." Phonics TE: Unit 3, Weeks 1-10, "Review Short Vowels and Consonants." Phonics TE: Unit 1, Weeks 3-10, "Letter Recognition (consonants)." Phonics TE: Unit 3, Weeks 12-31, "Final



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			Digraphs, Long Digraphs, Variant Vowels, Diphthongs, Silent letters.” Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	# 10	Limited phonics resources available for original review.	BL Phonics TE: Unit 2, Weeks 1-22, “ PA Skill and Spelling Words.” Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Are students taught an explicit strategy to decode words by their individual sounds?	# 12	Limited phonics resources available for original review.	BL Phonics TE: Unit 2, All Weeks, “ Sound/Symbol Relationships.” Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
P: Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	# 15	Limited phonics resources available for original review.	BL Phonics TE: Unit 2, All Weeks, “Sound/Symbol Relationships.” Phonics TE: Unit 2, All Weeks, “Spelling Words.” Please see Online Version of Benchmark Literacy Phonics Resources now available at



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			http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
<p>P: Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before Multisyllabic words)?</p>	# 17	Limited phonics resources available for original review.	BL Phonics TE: Unit 4, All Weeks, “Review Skill/New Skill.” Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
<p>P: Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?</p>	# 18	Limited phonics resources available for original review.	BL Phonics TE: Unit 4, All Weeks, “Review Skill/New Skill.” Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum.
<p>P: Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?</p>	# 20	Limited phonics resources available for original review.	BL Phonics TE: Unit 2, Weeks 1-25, “Listening for Initial Sound, Blending and Segmenting.” Phonics TE: Unit 4, Week 18, “Compound Words.” Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in



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P: Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	# 24	Limited phonics resources available for original review.	BL Phonics TE: Unit 3, Weeks 13-18, "Digraphs." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ 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?	# 15	Please refer to BL Phonics and Small Group for opportunities for this indicator.	BL Phonics TE: Unit 3, All Weeks, "Read the Book." Please see Online Version of Benchmark Literacy Phonics Resources now available at http://phonicsresources.benchmarkeducation.com/ Login information in addendum. Also throughout small group teacher's guide for coaching.
V: Antonyms?	# 19	Please refer To Teacher's Resource System Volume 1, Unit 1, Week 1	BL TRS: Unit 1, Week 1, "Antonyms (word study)." You can access the Teacher's Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: http://blresources.benchmarkeducation.com/