



Teacher Resource System

Long Vowels, Blends, Digraphs, & Variant Vowels

Benchmark Education Company

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Program Overview

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BuildUp™ Phonics is a complete kit designed for use in the phonics block within the Benchmark Literacy balanced core reading program. It presents a research-based, explicit, and systematic approach to teaching the phonics skills students need when learning to read.

Welcome to **PHONETIC CONNECTIONS™** **BuildUp™ Phonics**

Thank you for selecting **BuildUp™ Phonics** from Benchmark Education Company. **BuildUp™ Phonics** extends the phonics instruction begun in **StartUp™ Phonics**. The kit supplies all the lesson resources, books, posters, and support tools needed to provide whole-group instruction, guided practice, and support in small groups, as well as independent practice opportunities. Teachers and students alike will find the lessons and materials engaging, hands-on, and motivating.

Why Teach Explicit Phonemic Awareness and Phonics?

A good reader is like a builder who is able to reach into a toolbox of familiar tools and pull out the right tool at the right moment. Like tools, each reading skill or strategy has an important use in the complex cognitive process of reading.

Think about a young student who is in the beginning stages of learning to read. He meets a large number of unfamiliar words in his environment. His brain is very busy trying to categorize, integrate, compare, and analyze the graphophonic information about letters, sounds, and words. Without the keys to this decoding process, the student cannot move quickly to other reading skills.

The Goals of **BuildUp™ Phonics**

In order to shape young students' development of phonemic knowledge, **BuildUp™ Phonics** creates opportunities to provide students at different stages of literacy growth with varied experiences that promote automatic and flexible control of letters and words. The systematic lessons will:

- **Build a foundation for successful phonics instruction**
BuildUp™ Phonics provides a review of previously taught phonemic awareness and phonics skills (short vowels and consonants) to ensure student mastery before new skills are introduced.
- **Explicitly and systematically teach new phonic elements**
Instruction over the five days moves from direct whole-group modeling and guided practice of the phonic element to real reading of decodable books, and skill review through independent literacy center activities. Each day includes explicit instruction for phonemic awareness, sound/symbol relationships, blending, spelling, and sight words.

- **Support and motivate all learners**

Some students grasp phonics skills quickly and easily. Others need more time to practice each new skill. Every **BuildUp™ Phonics** unit helps teachers tailor instruction to their students' needs with hands-on small-group activities for additional practice; independent extension activities; support tips for English Language Learners; motivating, multisensory manipulatives; and take-home practice activities.

- **Make systematic phonics instruction manageable in a comprehensive literacy classroom**

Phonics is only one of the many daily literacy events in a comprehensive literacy classroom. **BuildUp™ Phonics** is designed to help teachers maximize their time. The explicit teacher's guide can support teachers with little or no phonics experience. The program provides all the information teachers need to be successful.



The Research Behind *BuildUp™ Phonics*

BuildUp™ Phonics reflects the most current research on how to teach phonemic awareness and phonics effectively. The bibliography on page li summarizes this research.

Phonological and Phonemic Awareness

Phonological awareness is the ability to hear and orally manipulate sounds in spoken language. It includes the recognition of words within sentences, the ability to hear rhyming units within words, the ability to hear syllables within words, and the ability to hear and manipulate phonemes, or individual sounds, within words, which is known as phonemic awareness. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

What the Research Says About Phonological and Phonemic Awareness Instruction	What <i>BuildUp™ Phonics</i> Provides
<ul style="list-style-type: none"> • Before children learn to read print, they need to become aware of how the sounds in words work. 	<ul style="list-style-type: none"> • <i>StartUp™ Phonics</i>, used prior to <i>BuildUp™ Phonics</i>, provides fifty beginning-of-the-year lessons to reinforce students' awareness of sounds so that they can more easily move to sound/symbol relationships. Throughout <i>BuildUp™ Phonics</i>, students continue to practice the sounds introduced in <i>StartUp™ Phonics</i>.
<ul style="list-style-type: none"> • If children do not know letter names and shapes, they need to be taught them along with phonemic awareness. 	<ul style="list-style-type: none"> • <i>StartUp™ Phonics</i>, used prior to <i>BuildUp™ Phonics</i>, provides lessons that reinforce letter recognition and formation through explicit modeling and guided practice.
<ul style="list-style-type: none"> • Children who have phonemic awareness skills are likely to have an easier time learning to read and spell. 	<ul style="list-style-type: none"> • Phonemic awareness instruction continues on a daily basis in <i>BuildUp™ Phonics</i>.
<ul style="list-style-type: none"> • Blending and segmenting phonemes in words is likely to produce greater benefits to students' reading than teaching several types of manipulation. 	<ul style="list-style-type: none"> • Students practice orally blending and segmenting sounds in every <i>BuildUp™ Phonics</i> unit.

Phonics Instruction

Phonics instruction focuses on teaching students the relationships between sounds of the letters and the written symbols. In phonics instruction, students are taught to use these relationships to read and write words. Phonics instruction assumes that these sound/symbol relationships are systematic and predictable and that knowing these relationships will help students read words that are new to them.

What the Research Says About Phonics Instruction	What <i>BuildUp™ Phonics</i> Provides
<ul style="list-style-type: none"> • Systematic and explicit phonics instruction is more effective than nonsystematic or no phonics instruction. 	<ul style="list-style-type: none"> • <i>BuildUp™ Phonics</i> units provide direct, explicit teaching of letter-sound relationships in a clearly defined sequence.
<ul style="list-style-type: none"> • Students need frequent and cumulative review of taught letter sounds. 	<ul style="list-style-type: none"> • Every <i>BuildUp™ Phonics</i> unit incorporates review of previously taught letters and sounds.
<ul style="list-style-type: none"> • Effective phonics programs provide ample opportunities for students to apply their knowledge of letters and sounds to the reading of words, sentences, and stories. 	<ul style="list-style-type: none"> • Within each unit, students progress from blending individual words to reading word lists to reading decodable texts that contain only words built on the phonics elements students have been taught. A carefully controlled number of sight words is introduced in each unit, as needed to read meaningful decodable texts.
<ul style="list-style-type: none"> • Approximately two years of phonics instruction is sufficient for most students. 	<ul style="list-style-type: none"> • For most students, <i>StartUp™ Phonics</i> provides a year of beginning phonics instruction, and <i>BuildUp™ Phonics</i> provides a second year of instruction. However, both kits can be used flexibly to speed up or slow down instruction as needed.

Getting Started Checklist

Use the following checklist to help you get ready to use *BuildUp™ Phonics*.



Unpack your program components. Use the *BuildUp™ Phonics* Components at a Glance on pages x–xi to make sure you have everything.



Organize your classroom using the Setting Up Your Classroom suggestions on page ix.



Familiarize yourself with how to use the program. Read Using the Components on pages xii–xxi and review the *BuildUp™* Skills on pages xxiv–xxvii. Visit <http://phonicsresources.benchmarkeducation.com> to familiarize yourself with the digital tools available.



Study the teacher’s guides. Examine the decodable texts, posters, and support tools.



Prepare for assessment.

- Download and print one copy of each student assessment page (laminates, if desired).
- Make one copy per student of the teacher record forms.



Prepare for instruction.

- Make the spelling transparencies (using the blackline masters on pages xlv and xlvi).
- Make copies of the parent letter (on pages xlvii and xlvi) if you wish to establish a home connection at the beginning of the year.
- Download and print student copies of lesson activities for upcoming lessons (using blackline masters for each unit available on the resource site).



Administer the pre-assessment and analyze the results to determine your students’ starting point in the *BuildUp™ Phonics* skill sequence and how to group students for small-group instruction.

Setting Up Your Classroom

BuildUp™ Phonics instruction accommodates whole-class and small-group instruction as well as center activities. Use the model below to help you prepare your classroom.

Whole-Class Instructional Center

Classroom Resources

- Easel
- Overhead projector
- Pocket chart
- CD player
- Board or chart paper

BuildUp™ Phonics

Materials

- Lesson resources and support tools as needed
- Poetry Posters

Small-Group Center

Classroom Resources

- Pocket chart
- Chart paper

BuildUp™ Phonics

Materials

- Lesson resources and support tools as needed
- Decodable texts
- Poetry Posters

Independent Practice Centers

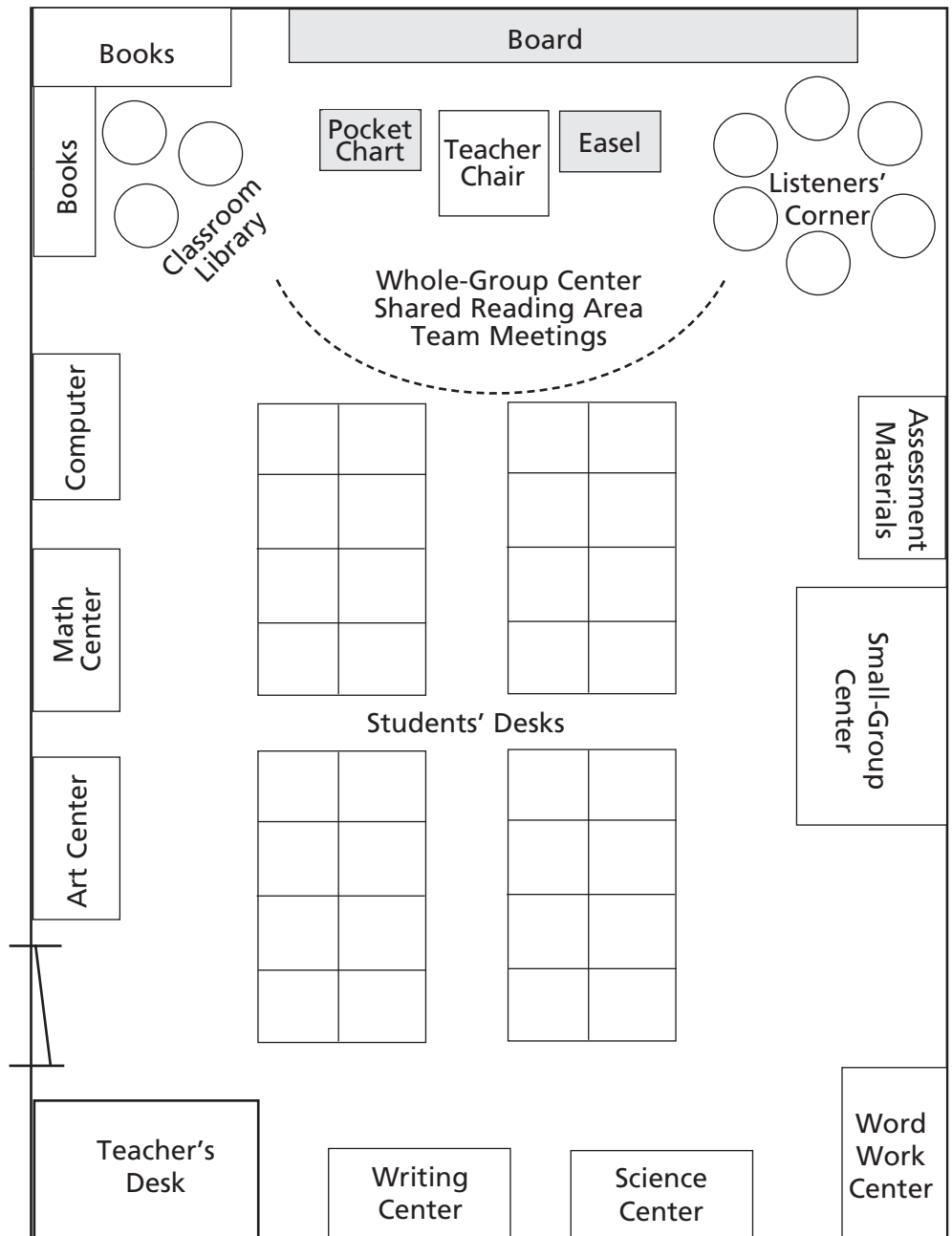
Classroom Resources

- CD player and headphones

BuildUp™ Phonics

Materials

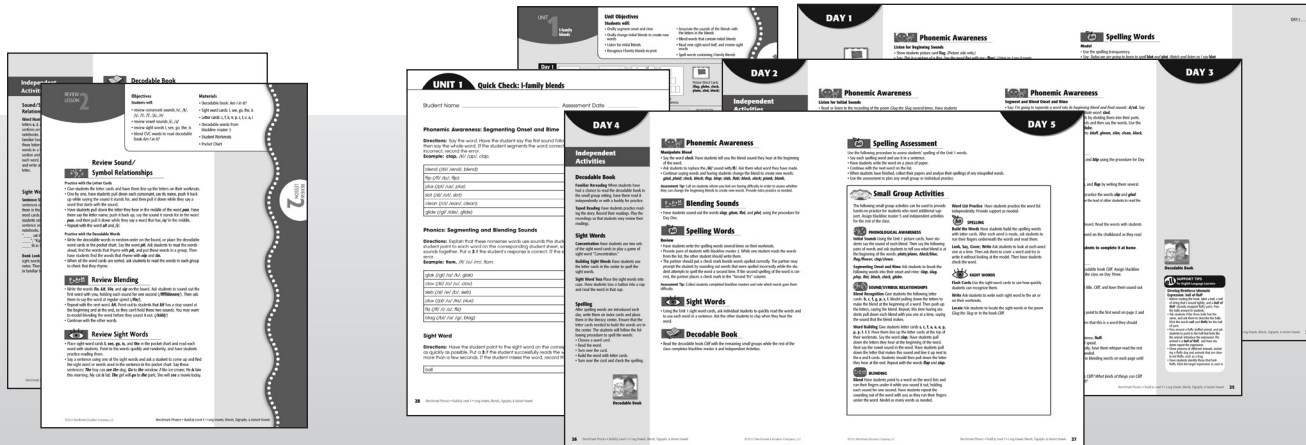
- Lesson resources and support tools as needed





Components at a Glance

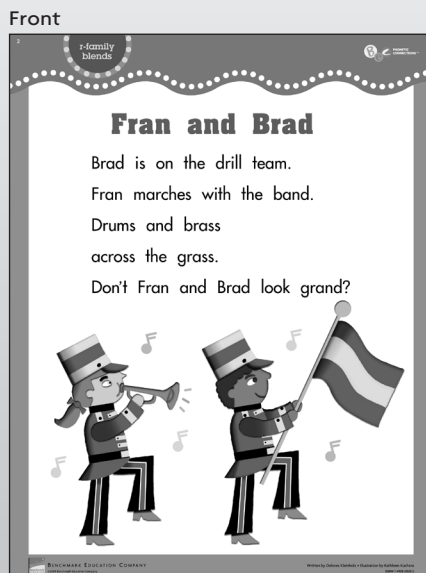
Lesson Resources



10 Teacher's Guides for Short Vowels and Consonants Review Lessons, each with Reproducible Tools, Activities, and Home Connections available at <http://phonicsresources.benchmarkeducation.com>.

31 Teacher's Guides for Phonemic Awareness and Phonics Units, each with Reproducible Tools, Activities, and Home Connections available on the resource site.

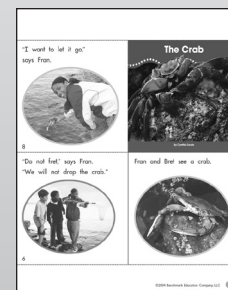
Books and Posters



31 BuildUp™ Poetry Posters



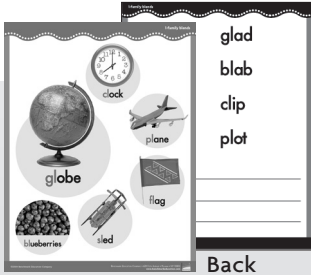
54 Decodable Titles (6-packs)



Take-Home Books (available on the resource site)



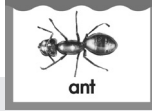
Support Tools



Front

Back

BuildUp™ Frieze Cards



Front



Back

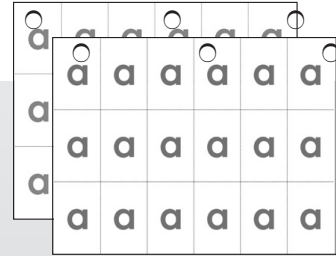


Front

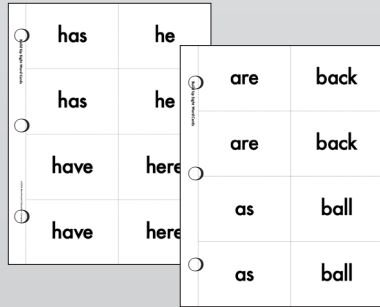


Back

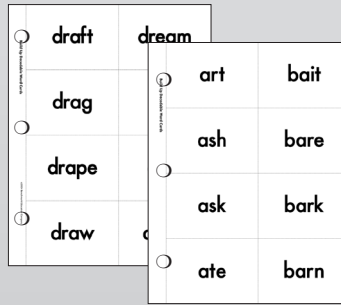
BuildUp™ Picture Word Cards



Phonetic Letter Card Set



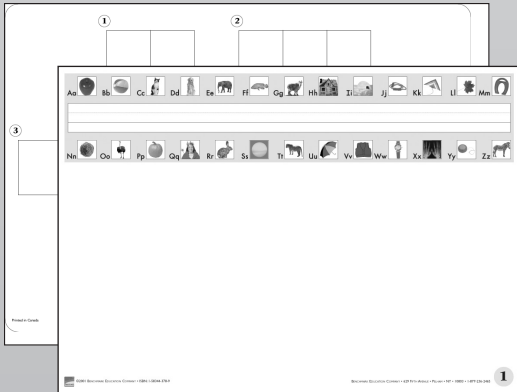
BuildUp™ Sight Word Card Set



BuildUp™ Decodable Word Card Set



Blends Chart



Student Workmat



BuildUp™ Poetry CD

Teacher's Guides for Short Vowels and Consonants Review Lessons

Ten review lessons begin the instructional sequence in *BuildUp™ Phonics*. These explicit lessons are intended for students who need beginning-of-the-year instruction or review in short vowels and consonants before they move to more advanced phonics instruction. Use the pre/post assessments to determine whether or not to use these lessons with your students.

Review short vowels and consonants sound/symbol relationships through explicit whole-group activities.

Review sight words previously taught in *StartUp™ Phonics* as needed for decodable text reading.

REVIEW
LESSON
2

Objectives
Students will:

- review consonant sounds /v/, /k/, /s/, /t/, /f/, /p/, /n/
- review vowel sounds /i/, /a/
- review sight words *I, see, go, the, is*
- blend CVC words to read decodable book *Am I in It?*

Materials

- Decodable book: *Am I in It?*
- Sight word cards: *I, see, go, the, is*
- Letter cards: *c, f, k, n, p, s, t, v, a, i*
- Decodable words from blackline master 3
- Student Workmats
- Pocket Chart

Review Sound/ Symbol Relationships

Practice with the Letter Cards

- Give students the letter cards and have them line up the letters on their workmats.
- One by one, have students pull down each consonant, say its name, push it back up while saying the sound it stands for, and then pull it down while they say a word that starts with the sound.
- Have students pull down the letter they hear in the middle of the word *pan*. Have them say the letter name, push it back up, say the sound it stands for in the word *pan*, and then pull it down while they say a word that has /a/ in the middle.
- Repeat with the word *sit* and /i/.

Practice with the Decodable Words

- Write the decodable words in random order on the board, or place the decodable word cards in the pocket chart. Say the word *pit*. Ask students to read the words aloud, find the words that rhyme with *pit*, and put those words in a group. Then have students find the words that rhyme with *nip* and *tin*.
- When all the word cards are sorted, ask students to read the words in each group to check that they rhyme.

Review Blending

- Write the words *fin, kit, Vin,* and *sip* on the board. Ask students to sound out the first word with you, holding each sound for one second (*/fffiinnnn/*). Then ask them to say the word at regular speed (*/fin/*).
- Repeat with the next word, *kit*. Point out to students that *kit* has a stop sound at the beginning and at the end, so they can't hold these two sounds. You may want to model blending the word before they sound it out. (*/kiit/*)
- Continue with the other words.

Review Sight Words

- Place sight word cards *I, see, go, is,* and *the* in the pocket chart and read each word with students. Point to the words quickly and randomly, and have students practice reading them.
- Say a sentence using one of the sight words and ask a student to come up and find the sight word or words used in the sentence in the pocket chart. Say these sentences: *The boy can see the dog; Go to the window; I like ice cream; He is late this morning; My cat is fat; The girl will go to the park; She will see a movie today.*

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REVIEW
LESSON
2

Small-group and independent activities help you support students at a range of levels.

Practice blending in the context of decodable texts that contain only words with short vowels and consonants (introduced in *StartUp™ Phonics*).

Independent Activities

Sound/Symbol Relationships

Word Hunt Have students write the letters *s*, *t*, *c*, and *n*, one in each of four sections on a page in their phonics notebooks. Ask them to look through familiar books for words that begin with these letters. Then have them write the words in a list in the appropriate section and circle the beginning letter in each word. Encourage students to find and write at least six words for each letter.

Sight Words

Sentence Strips Write the following sentences on card strips and place them in the literacy center with sight word cards *I*, *see*, and *go*. Have students select a word to complete the sentence and then copy it in their notebooks. "Pat can _____ Vin"; "_____ sat in a van"; "The van can _____"; "Kip can _____ the cat"; "Can _____ fit in it?"; "_____ in the van."

Book Look Have students write the sight words *I*, *see*, and *go* on sticky notes. Then let them look for the words in familiar books.



Decodable Text



Decodable Book

• Work with small groups of students to read the book *Am I in It?* Assign Independent Activities, and the follow-up reading activity when students have met in their groups, for the rest of the class.

Introduce the Book

• Show students the cover of the book. Point to the title and read it with students. Ask: **What do you see on the cover?**

Read the Book

- Give students copies of the book. If you feel students are able, have them sound out the words in their heads and then read the book aloud so you can check their reading.
- If students need modeling, have them turn to page 2 and point to the first word on the page, *I*. Tell them that this is a word they should know how to read quickly. Ask them to say the word, providing support if needed.
- Have them point to the next word, *can*, and sound it out.
- Have students point to the third word, *see*, and tell them that this is another word they need to be able to read quickly. Have them say the word.
- Continue with the next words, sounding out the words *Kit*, *in*, and *it*, and saying the word *go* quickly.
- Have them read the first sentence.
- Repeat with the next sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

• When students have finished reading, ask: **What are Kit and Pam sitting in? Do they both fit in it? Who goes in the playhouse?**

Follow-Up Activity

- Review with students the places that the children in the book are in (teepee, playhouse, tent, window).
- Have students brainstorm other places that people can go in, such as a house, store, car, and closet. Talk about how a person will fit in these places.
- Ask students to choose one of these places or another place they can go in. Have them draw a picture of themselves in this place on a page in their phonics notebooks. Then have them write this sentence as the label for their picture: "I can fit in it."
- When students have finished, let them take turns showing their pictures and reading aloud their sentences while their classmates guess what the place is.

Independent Practice

- Have students use the decodable word and sight word cards to make a new sentence for a page in the book. Have them copy it in their notebooks and draw a new picture to go with the sentence.
- Have students reread the book with a buddy, taking turns to read alternate pages.



SUPPORT TIPS for English Language Learners

Develop/Reinforce: vocabulary word fit; preposition in; pronoun it

- Give three or four students different items that can fit in a cup or a box.
- To the first student, say: "Put the _____ in the cup." Ask: Can the _____ fit in it?
- Model the response, *The _____ can fit in it*, if necessary.
- Repeat the command-question-response sequence for the remaining items.
- Challenge students to find other items that can fit in it.
- As students bring their items, ask the question, *Can the _____ fit in it?* to elicit the target response, *The _____ can fit in it*.

Every lesson provides support for English Language Learners.

Teacher's Guides for New-Skill Phonemic Awareness and Phonics Units

The thirty-one new-skill units in *BuildUp™ Phonics* teach blends, digraphs, long vowels, and variant vowels in a systematic sequence that supports current research on best practices. All teacher's guides follow a consistent sequence that provides five days of instruction targeting one phonetic element and its sound.

UNIT

12

Final digraph
-ck

Unit Objectives
Students will:

- Orally segment and blend words with final digraph -ck
- Listen for medial vowels and final digraph -ck
- Recognize final digraph -ck in print
- Associate the sound of -ck with the letters in the digraph
- Blend words that contain final digraph -ck
- Review sight words
- Spell words containing final digraph -ck

Day 1

BLM 1

BLM 6

Sight Word Cards for Unit 12

Spelling Transparency

Picture Word Cards (duck, truck, clock, block, sock)

Day 2

BLM 1

BLM 7

Sight Word Cards for Unit 12

Spelling Transparency

Picture Word Cards (mask, trunk, duck)

Day 3

BLM 1

BLM 8

Sight Word Cards for Unit 12

Spelling Transparency

Day 4

BLM 1

BLM 2

BLM 4

Sight Word Cards for Unit 12

Day 5

BLM 1

BLM 5

Decodable Cards for Unit 12

Poetry Poster

Student Workbooks

Core Materials All of these materials can

Start with phonemic awareness activities. (Days 1-4)

Move to quick sound/symbol relationship activities involving word and picture sorts. (Days 1-2)

Provide blending practice daily with decodable word lists. (Days 1-4)

DAY 1

Phonemic Awareness

Listen for Final Sounds

- Show students picture card duck (picture side only).
- Say: *This is a picture of a duck. Listen for the ending sound as I say the word again: /d/ /u/ /k/. There is one sound at the end: /k/. Listen again to the ending sound: /d/ /u/ /k/.*
- Repeat with picture cards truck, clock, block, and sock.

Distribute backbone master 6 and instruct students to complete it at home.

Sound/Symbol Relationships

Model

- Hold up the final digraph -ck frieze card so that the picture side faces students.
- Have students say the name of the object in the picture. Explain that **sock** ends with the /k/ sound—the letters c and k together stand for the final /k/.
- Repeat the name and ask: *What is the ending sound? What two letters stand for the ending sound?*

Practice With the Letter Cards

- Give letter cards c, k, r, o, s, d, u, l, e, n, t, i, b, a, p, f, h, w to students and ask them to line the cards up on their workbooks.
- Say the word **rock** and ask students to pull down the two letters that stand for the sound at the end of the word. Then have them pull down the letters for the beginning and middle sounds and say the whole word.
- Have students push up the last two letters as they say the ending sound. Then ask students to push up the other letters.
- Repeat with the words **sock**, **duck**, and **luck**.

Assessment Tip: Watch to make sure students are pulling down the correct letters for the final digraph and that they are blending the whole word correctly.

Blending Sounds

Model

- Write the word **rock** on the chalkboard. Sound out the word by moving your hand under each letter as you say the sound.
- Say: *I see the letters ck at the end of this word. I know that when the letters c and k are together at the end of word, they stand for the /k/ sound. Watch my finger and listen as I blend this word: /rrrook/.*
- Ask students to sound out the word with you.
- Repeat with other examples if you feel students need additional support.

Practice With the Word List

- Distribute backbone master 1.
- Have students point to the word **rock**. Ask them to sound out the word with you, holding each sound, except stop sounds, for at least one second. Then ask them to say the word at regular speed.
- Repeat with the words **kick**, **back**, and **neck**. Students who are able to read the words without blending each sound should do so.

Picture Word Cards

Frieze Card

2

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Introduce and practice six spelling words per unit. (Days 1-4)

Introduce and practice sight words used in the decodable text reading. (Days 1-4)

DAY 3

Phonemic Awareness

Medial Sounds

- Say: Listen to the sound in the middle of this word: sack. Say the sounds in the word with me: /s/ /a/ /k/. What sound do you hear in the middle? Let's say the whole word: sack.
- Continue with the words: back, name, stick, please, clock, goat, deck, and chick.
- Say the words: park, tack, tail, neck, lick, head, back, duck, soap, and luck. Have students say the sounds in each word and identify the middle sound.

Blending Sounds

- Have students blend the words: clock, pack, luck, and speak, using the procedure for Day One.

Spelling Words

- Have students practice the spelling words by writing them several times on side 1 of their workbooks.
- Follow the procedure for Day One to model and practice the words: block and truck.

Sight Words

- Hold up the Unit 12 sight word cards one at a time and have students read the words.
- Have students stand in one or two circles, depending on the number of students. Give each student a sight word card. Time each group as students read their words around the circle. Encourage them to pick up the pace for a second reading.

Distribute blackline master 3 and instruct students to complete it at home.

Decodable Book

Work with small groups of students to read *Rock, Rocks, Rocks* on days three and four. Assign blackline master 3 and Independent Activities for the rest of the class on Day Three.

Introduce the Book

- Show students the cover of the book. Point to the title, *Rock, Rocks, Rocks*, and read it with students.
- Ask: What do you see on the cover?

Read the Book

- Give each student a copy of the book. Have them sound out the words "in their heads" and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 2 and put their fingers on the first word. Remind them that this is a word they don't sound out but that they should know by sight. Have them say the word, *it*.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-lead the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

Discuss the Book

- When students have finished reading, ask: What are some things that can be done with rocks? Who do you think had the most interesting way of using rocks? What do

DAY 4

Independent Activities

Decodable Book

Group Reading Let each student in a small group read about five or ten favorite pages from *Rock, Rocks, Rocks*. The student then explains why he or she likes that page.

Book Riddles Have one partner give a riddle based on the book. For example: What does the girl like to kick? The other partner reads the page in the book that provides the answer to the riddle.

Book Riddles Have one partner give a riddle based on the book. For example: What does the girl like to kick? The other partner reads the page in the book that provides the answer to the riddle.

Sight Words

Find and Circle Post a list of the Unit 12 sight words in the library center. Have students look for and circle the sight words in catalogs or sports real. They can count how many examples of each word they found and note which words are the easiest to find.

Read and Write Have students work in pairs. One partner holds up a sight word card and reads the word. The other partner repeats the word and writes it on side 1 of his or her workbook.

Spelling

Independent Practice Write the week's spelling words on index cards and place them in the library center. Provide the letter cards needed to build the words and have students use the cards to spell the words.

Phonemic Awareness

Final Substitution

- Say the word *sad*. Have students segment the word into its sounds: /s/ /a/ /d/.
- Ask: What sound do you hear at the end of *sad*? If we change /d/ to /k/, what word do we have? (*sack*) Then have students change /k/ to /m/ to make *sam*.
- Continue asking students to change final sounds to make new words: *Am/Rock/limp/itc/rod/rock/ump/ Aug/Back/dump/ pet/peck/pest/pet*.

Assessment Tip: Note which students have difficulty substituting final sounds, and provide practice in a small group setting. While you work with the small groups, you may wish to assign Independent Activities for the rest of the class.

Blending Sounds

- Have students blend the words: block, truck, and truck using the procedures for Day One.

Spelling Words

Review

- Have students write the spelling words several times in their workbooks.
- Provide pairs of students with blackline master 2. While one student reads the words, the other student should write them.
- The partner places a check mark next to correctly spelled words. The partner may prompt the student by sounding out words that were spelled incorrectly while the student attempts to spell the words a second time. If the second spelling is correct, the partner places a check mark in the "Second Try" column.

Assessment Tip: Collect students' completed blackline masters and note which words gave students difficulty.

Sight Words

- Select sight words you wish students to review. Use two sets of the sight word cards.
- Mix and pass out all the cards to students. Make sure each student has one card.
- Students look for the classmate who has the same word they do. When they meet, they hold up their cards and read their word together.
- After all the words have been read, collect the cards, mix them, hand them out, and play again.

Decodable Book

- Read the decodable book *Rock, Rocks, Rocks* with the remaining small groups while the rest of the class completes blackline master 4 and Independent Activities.

Assessment Tip: Use the completed blackline master to assess how well students can make con-

Work with small groups of students to read decodable texts. (Days 3-4) Students who are not reading the text complete a blackline master and independent activities.

Use the Quick-Checks to assess students whose progress you feel you need to check, and work with small groups of students who need extra support. (Day 5) Students who are not in the small group complete a blackline master and independent activities.

DAY 5

Spelling Assessment

Use the following procedure to assess students' spelling of the Unit 12 words:

- Say each spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the next word on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small group or individual practice.

Small Group Activities

The following small group activities can be used to provide practice for students who need additional support. Assign blackline master 5 and Independent Activities for the rest of the class.

PHONOLOGICAL AWARENESS

Rhyme It Show students picture cards *duck* and *clock*, one at a time. Have them name as many words as they can that rhyme with each picture name.

Knock for -ck Alternate saying decodable -ck words and sight words. Tell students that if they hear final -ck in a word, they are to knock twice on their desks.

Medial Sounds Repeat the Medial Sounds activity from Day Three so that you can monitor students and provide support. Be sure students are listening for the middle sound. Students who say a consonant sound rather than a vowel sound may be focusing on the beginning or ending sound.

SOUND/SYMBOL RELATIONSHIPS

Building Words with -ck Give students letter cards *b, a, c, k, p, o, t, l, i, k, s, n*, and *w*. Ask them to build three words on their workbooks: *back, pack, tick, sock, sock, tick*. Have them say each sound as they build a word. If students pull down only the letter *k* for the ending sound, remind them that the ending /k/ sound in these words is spelled with the letters *ck*.

Knock, Knock Give each student in a small group a set of decodable word cards. One player knocks twice, the group says, "Who's there?" and the player names a decodable word. The other players find the word card and hold it up.

BLENDING

Blend and Write Place the final digraph -ck in a pocket chart, showing the side with the words. Have

UNIT 12 Quick Check: Final digraph -ck

Student Name _____ Assessment Date _____

Phonemic Awareness: Final Sound Substitution

Directions: Say the word, and then segment it sound by sound. Ask the student to replace the last sound in the word with the new sound while segmenting sound by sound and then say the new word. Put a 3 if the student's response is correct. If the student misses the word, record the error.

Example: plum, /p/ /l/ /m/. Change /m/ to /k/. /p/ /l/ /k/.

pat, /p/ /t/ /n/ Change /n/ to /k/.	crack, /k/ /r/ /k/ Change /k/ to /k/.
(/p/ /t/ /k/, peck)	(/k/ /r/ /k/, crack)
black, /b/ /l/ /k/ Change /k/ to /k/.	tip, /t/ /p/ /p/ Change /p/ to /k/.
(/b/ /l/ /k/, black)	(/t/ /p/ /k/, tick)
stump, /s/ /t/ /m/ Change /m/ to /k/.	stamp, /s/ /t/ /m/ Change /m/ to /k/.
(/s/ /t/ /k/, stuck)	(/s/ /t/ /k/, stuck)
Score	16

Phonics: Segmenting and Blending Sounds

Directions: Explain that these nonsense words use sounds the student has been learning. Have the student point to each word on the corresponding student sheet, say each sound, and then blend the sounds together. Put a 3 if the student's response is correct. If the student misses the word, record the error.

Example: block, /b/ /l/ /k/.

crack (/k/ /r/ /k/, crack)	
chuck (/d/ /t/ /k/, chuck)	
truck (/w/ /t/ /k/, truck)	
clock (/g/ /l/ /k/, clock)	
spock (/s/ /p/ /k/, spock)	
sprick (/s/ /r/ /k/, sprick)	
Score	16

BuildUp™ Poetry Posters

Thirty-one poetry posters—one for each new phonetic element taught—come folded for easy storage. The posters are used for whole-group instruction as well as small-group activities to provide additional support.

Each poster features a playful, alliterative poem that emphasizes the target sounds. It is used to develop phonemic awareness and sound/symbol relationships.



11

open vowels

Come On, Jo

“Hey, Jo. Come on, let’s go!”
Flo said as she climbed a tree.
“The sky’s so clear
way up here.
Climb up where we can see.”

“I’m sorry, no, I cannot go,”
Jo sadly shook her head.
“My mom said no,
I cannot go
until I make my bed!”

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12

long e digraphs

FLEA’S FEAST

Flea leaped briskly down the street
to see what he could see.
“I need to find a meal,” he squeaked.
“A feast and a cup of tea.”

But things looked bleak
for poor old Flea
until he saw a beast!
“A dream come true, indeed!”
he screeched,
and leaped upon the feast!



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Written by Deborah Cook

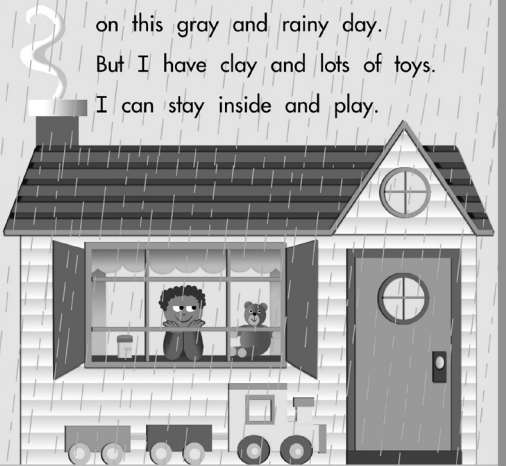
Each poem is supported by an audio CD recording. Highlight specific phonics skills or sight words in context.

13

long a digraphs

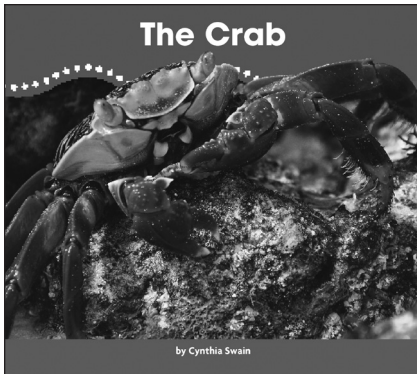
Rainy Day

It’s too muddy for my train
on this gray and rainy day.
But I have clay and lots of toys.
I can stay inside and play.



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Written by Deborah Cook • Illustration by Kelli Ann Kuhn
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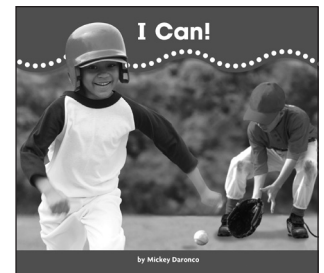
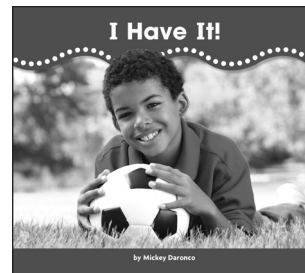


BuildUp™ Decodable Texts

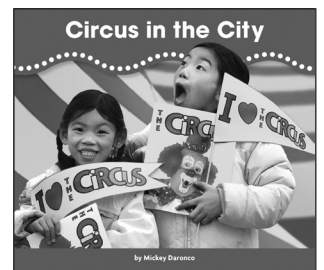
BuildUp™ Phonics follows best-practice research that recommends students have frequent opportunities to apply phonics skills in authentic reading contexts.

The *BuildUp™ Phonics* nonfiction, photo-illustrated decodable texts have been carefully written so that only phonics elements students have learned and practiced appear in the books. A very limited number of sight words are also used in the decodable texts. New sight words are always explicitly taught before they appear in students' decodable text reading. Previously taught sight words are also reviewed.

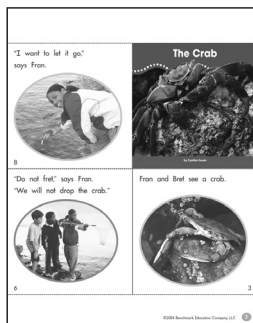
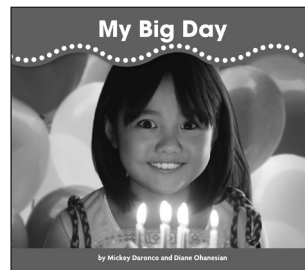
Ten nonfiction titles provide a review of skills taught in *StartUp™ Phonics*: short vowels, consonants, and sight words.



Thirty-one titles (with real-world connections to math, science, and social studies) provide practice with the new skills.



An additional thirteen titles provide practice after all thirty-one new-skill units of *BuildUp™ Phonics* have been completed.



Take-Home Books allow you to send students home with real books to share with family members. Available to download and print on the resource site.

Support Tools

High-quality, durable, and motivating manipulatives are provided to support the instruction throughout *BuildUp™ Phonics*.

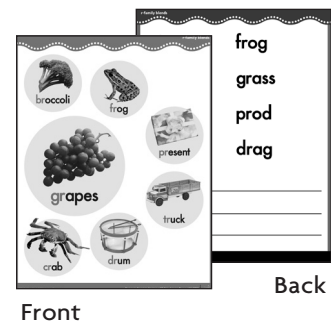
BuildUp™ Poetry CD

Lively readings of all thirty-one *BuildUp™* Poetry Posters support the phonemic awareness and sound/symbol relationships lessons as well as center/independent activities in the *BuildUp™* units.



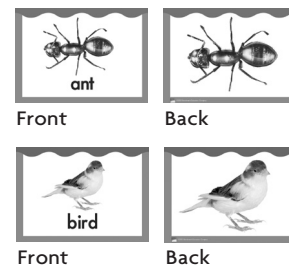
BuildUp™ Frieze Cards

On the front of each laminated frieze card are words to model the target new skills, along with photo(s) illustrating the target sound. The card fronts are used to introduce sounds and teach sound/symbol relationships. On the back of each card are decodable words containing the target skill. The card backs are used to model and provide practice in blending words.



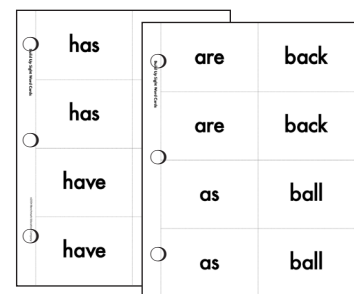
BuildUp™ Picture Word Cards

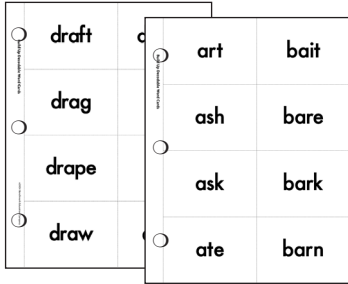
All picture cards used in the new-skill units are provided in an alphabetically indexed box within the *BuildUp™ Phonics* storage box. Because you will use these cards in many lessons, it is recommended that you store them alphabetically for easy reference. The cards have pictures on one side, for phonological awareness practice, and pictures with labels on the other side for picture and word sorts.



BuildUp™ Sight Word Card Set

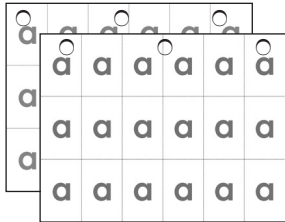
Two copies of every sight word explicitly taught in *BuildUp™ Phonics* are provided on card stock to support whole-group instruction and small-group and independent activities. These cards are used in multiple lessons. Keep in mind that blackline master versions of these cards, organized by lesson, are provided on the resource site.





BuildUp™ Decodable Word Card Set

One copy of every decodable word used in *BuildUp™ Phonics* lessons is provided on card stock. These cards are used in multiple lessons. Blackline master versions of these cards are provided on the resource site.



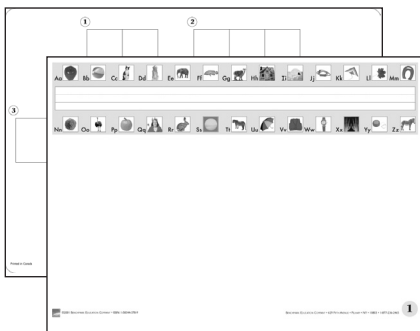
Phonetic Letter Card Set

Multiple copies of each letter of the alphabet are provided on card stock for use in pocket chart, small-group, literacy center, and independent activities with Level 1 lessons and Level 2 units. Blackline master versions of these cards are provided on the resource site.



Blends Chart

A large blends chart is included in the kit. It is a useful resource to reinforce sound/symbol relationships.



Student Workmats

The twenty laminated Student Workmats are double-sided. Side one has an alphabet strip at the top and a blank space on the bottom for practice in writing letters and words with a dry-erase marker. Side two has elkonian boxes for two-, three-, four-, five-, and six-letter words. Students can practice hearing and recording sounds with counters or by writing letters in the boxes.

Reproducible Tools, Activities, and Home Connections Resources

Every review lesson and new-skill unit has corresponding reproducibles needed for instruction which can be downloaded and printed at <http://phonicsresources.benchmarkeducation.com>.

and	are		
they	lookin	brag	bran
for	see	crab	crib
ball	we	crop	drag
do	says	drill	drip
all	look	drop	frog
say	want	grab	grass
to	go	grill	prod
		trap	trip

Name: _____

Word Lists













Day One	Day Two
crab drop trim prod	
Day Three	Day Four
crop trot brim fret	

Unit 2 SKM 3

Name: _____

Pick a Blend

1 point per row

 cr gr	 pr br	 dr cr
 fr gr	 tr dr	 br cr
 tr br	 tr fr	 pr tr
 tr dr	 dr fr	 dr cr

Teacher Directions: Tell students to circle the r-family blend that starts for the sounds they hear at the beginning of the picture name. Then have them write a word they know that starts with that blend.

Unit 2 SKM 4

All lesson-specific tools are provided in reproducible form for literacy-center and independent activities. Once you make reproducible versions, save them in envelopes.

Activity blackline masters, referenced in each lesson or unit, are available.

Each new-skill unit has three take-home activities. Use the parent letters (in English and Spanish) on pages xlvii–xlviii to establish a home connection at the beginning of the year.

Name: _____

Missing Words

The is wet.

A is a small bed.

Fred will go on a .

I can a big box.

crib	drag	frog	trip
------	------	------	------





















Parent Directions: Have your child cut out the words and paste them to make sentences. Ask your child to read each sentence aloud.

Unit 2 SKM 7

Name: _____

Find and Color

1 point per row

Parent Directions: Have your child color the picture in each row that begins with the same letter or sounds as the first picture.

Unit 2 SKM 8

Grouping Students

Use the pre/post assessments to determine where in the kit you will begin instruction (review lessons or new-skill units). The pre/post assessments will also help you determine whether or not you need to do all sections of the unit lessons, and will help you identify students who will need more support in learning the sounds. The independent activities for each unit allow you to provide meaningful learning for the larger group while you work with a small group or individual students who have not mastered the skills.

Most of the teaching of each unit can be done with a whole class, using a pocket chart or board for demonstration purposes. Assessment tips throughout the unit help you determine whether students need further support in a small group. It is recommended that decodable texts be read with small groups of students so that you can more easily monitor students' reading.

Pacing the Instruction

BuildUp™ Phonics has been designed for use with a whole group during the phonics block of your comprehensive literacy program. Each day's lesson is designed to fit within a 20–30 minute instructional block of time. During this time, students will practice sounding out words in a controlled, decodable format. They should have the opportunity to apply their decoding skills, along with other reading strategies, during the small-group reading block of your literacy program.

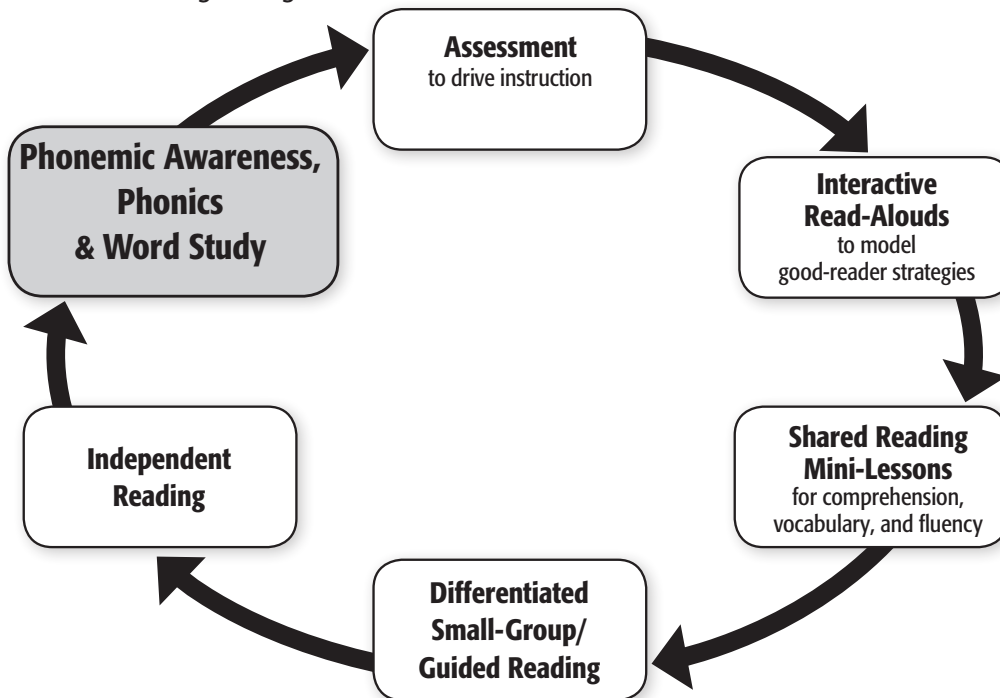
Each new skill unit spans a five-day period. In other words, you will introduce and practice one phonetic element per week. You can choose to use some or all of the activities, depending on the needs of your students. For example, you may find that you want students to work more quickly and learn a new skill every three days. If this is the case, you may select from any of the activities that you feel will most benefit your students.

Introducing Benchmark Literacy for Grades K–6

Benchmark Education Company is known for its pedagogically sound, research-proven literacy solutions. Now Benchmark Education is proud to put these carefully developed, scientifically tested components into one comprehensive, easy-to-implement reading program for Grades K–6. Benchmark Literacy supports all the daily components of high-quality reading instruction, including the research-based, systematic approach found in *BuildUp™ Phonics*.

You will find:

- **Assessment** to drive instruction and help teachers monitor progress
- **Interactive read-alouds** to model good-reader strategies with award-winning trade literature
- **Shared reading mini-lessons** to explicitly model comprehension, vocabulary, and fluency
- **Differentiated small-group reading** that builds seamlessly on shared-reading instruction and addresses the needs of above-, on-, and below-level readers, as well as English learners and special-needs students
- **Independent reading** to encourage the transfer of skills and strategies
- Phonemic awareness, phonics, and word study to build strong decoding and word-solving strategies



Lesson/Unit	Phonics Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
Lesson 1	Review short vowels and consonants		N/A	N/A
Lesson 2	Review short vowels and consonants		N/A	N/A
Lesson 3	Review short vowels and consonants		N/A	N/A
Lesson 4	Review short vowels and consonants		N/A	N/A
Lesson 5	Review short vowels and consonants		play	N/A
Lesson 6	Review short vowels and consonants		N/A	N/A
Lesson 7	Review short vowels and consonants		N/A	N/A
Lesson 8	Review short vowels and consonants		small	N/A
Lesson 9	Review short vowels and consonants		bull, duck	N/A
Lesson 10	Review short vowels and consonants		N/A	N/A
Unit 1	l-family blends	<ul style="list-style-type: none"> initial l-family blends segment onset and rime 	ball, dog, say	blot, plot, clap, flap, slip, glad
Unit 2	r-family blends	<ul style="list-style-type: none"> initial r-family blends blend onset and rime blend and segment phonemes 	all, looking, says	crab, trip, brim, drip, prop, trim
Unit 3	s-family blends	<ul style="list-style-type: none"> initial s-family blends sound substitution 	his, that	skip, spot, sniff, smell, stop, swim
Unit 4	final s-family blends	<ul style="list-style-type: none"> final s-family blends identify final sounds blend onset and rime 	could, wasp*, wasp's*	desk, fast, ask, wasp, blast, crisp

* Asterisked terms are story sight words.

Lesson/Unit	Phonics Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
Unit 5	final consonant clusters	<ul style="list-style-type: none"> • identify final sounds (consonant clusters) • blend and segment onset and rime • initial sound substitution 	likes, new, plays	band, blend, mint, print, sunk, hang
Unit 6	final consonant clusters	<ul style="list-style-type: none"> • identify final sounds (consonant clusters) • blend and segment onset and rime • initial sound substitution 	make	craft, gift, yelp, help, lamp, melt
Unit 7	3-letter blends	<ul style="list-style-type: none"> • identify 3-letter blends • blend and segment phonemes • initial sound substitution 	does, need*	split, squint, strap, strand, spring, scrub
Unit 8	CVCe long a	<ul style="list-style-type: none"> • identify long a • medial sound substitution • differentiate medial sounds 	N/A	make, take, rage, stage, place, scale
Unit 9	CVCe long o	<ul style="list-style-type: none"> • identify long o • medial sound substitution • differentiate medial sounds 	back, too	smoke, stole, home, hope, rope, stove
Unit 10	CVCe long i	<ul style="list-style-type: none"> • identify long i • medial sound substitution • differentiate medial sounds 	one, three	mine, time, bite, five, drive, quite
Unit 11	open vowels	<ul style="list-style-type: none"> • identify ending vowel sounds • blend and segment phonemes • identify final sounds 	car, long, walk, when, sometimes*	go, so, no, me, he, we
Unit 12	final digraph -ck	<ul style="list-style-type: none"> • identify final sounds (k) • identify medial sounds • final sound substitution 	N/A	deck, sock, neck, stick, black, trick
Unit 13	digraphs ch, sh	<ul style="list-style-type: none"> • identify initial and final digraph sounds • differentiate final sounds • initial sound substitution 	were, your	chat, such, flash, shift, crush, rich
Unit 14	digraphs th, wh	<ul style="list-style-type: none"> • identify initial sounds • differentiate final sounds • initial sound substitution 	or, some, something*, what	thin, thank, math, path, whale, when

Lesson/Unit	Phonics Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
Unit 15	long a digraphs	<ul style="list-style-type: none"> • identify long vowel sounds • differentiate long vowel sounds • medial sound substitution 	N/A	paid, faint, drain, trail, stay, play
Unit 16	long o digraphs	<ul style="list-style-type: none"> • identify long o vowel sounds • differentiate long vowel sounds • medial sound substitution 	N/A	boat, goat, snow, grow, toe, bold
Unit 17	long e digraphs	<ul style="list-style-type: none"> • identify long e vowel sounds • differentiate long vowel sounds • medial sound substitution 	N/A	meal, speed, three, sleep, clean, reach
Unit 18	long i digraphs	<ul style="list-style-type: none"> • identify long i vowel sounds • blend and segment phonemes • initial sound substitution 	N/A	pie, find, sigh, tie, high, might
Unit 19	y as a vowel	<ul style="list-style-type: none"> • identify final vowel sounds • final sound substitution 	N/A	try, funny, baby, sky, happy, cry
Unit 20	variant vowel /är/	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • differentiate medial sounds • medial sound substitution 	N/A	park, smart, card, spark, charm, yard
Unit 21	variant vowel /ûr/	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • differentiate medial sounds • medial sound substitution 	chair*, into	burn, clerk, bird, fur, first, stern
Unit 22	variant vowel /ôr/	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • initial sound substitution 	as, tall*	port, shore, more, roar, door, thorn
Unit 23	r-controlled digraphs	<ul style="list-style-type: none"> • identify r-controlled vowels • identify final sounds • final sound substitution 	give	hear, steer, dear, deer, clear, peer
Unit 24	variant vowel /âr/	<ul style="list-style-type: none"> • identify r-controlled vowels • identify final sounds • final sound substitution 	N/A	fair, dare, pear, square, chair, wear

Lesson/Unit	Phonics Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
Unit 25	variant vowel / <i>ō</i> /	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • blend and segment phonemes • initial sound substitution 	from	broom, spool, blue, soon, grew, chew
Unit 26	variant vowel / <i>ô</i> /	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • medial sound substitution 	N/A	taught, talk, draw, long, bought, cause
Unit 27	variant vowel / <i>oo</i> /	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • medial sound substitution 	berry*, these	shook, wood, could, stood, pull, should
Unit 28	diphthong / <i>ou</i> /	<ul style="list-style-type: none"> • identify medial sounds (diphthongs) • medial sound substitution 	puts, word*	found, now, ground, how, house, plow
Unit 29	diphthong / <i>oi</i> /	<ul style="list-style-type: none"> • identify medial sounds (diphthongs) • medial sound substitution 	N/A	point, toy, joy, soil, oil, spoil
Unit 30	soft c, g	<ul style="list-style-type: none"> • listen for soft consonant sounds • blend and segment phonemes • initial sound substitution 	about	cent, gem, ace, age, face, huge
Unit 31	silent letters	<ul style="list-style-type: none"> • differentiate sounds • segment sounds • blend and segment phonemes • initial sound substitution 	who	lamb, wrong, calf, know, knew, write

* Asterisked terms are story sight words.



Core Kit Materials Correlated to Units

Unit	Decodable Title	Poetry Posters	Build Up™ Frieze Cards
Lesson 1	At the Mat	N/A	N/A
Lesson 2	Am I in It?	N/A	N/A
Lesson 3	Can It Fit?	N/A	N/A
Lesson 4	Pets	N/A	N/A
Lesson 5	Bugs	N/A	N/A
Lesson 6	Am I Sad?	N/A	N/A
Lesson 7	Fun in the Sun	N/A	N/A
Lesson 8	Is Bob Big?	N/A	N/A
Lesson 9	Did It Beg?	N/A	N/A
Lesson 10	My Pet Pup	N/A	N/A
Unit 1	Cliff	Glug the Slug	l-family blends
Unit 2	The Crab	Fran and Brad	r-family blends
Unit 3	The Red Sled	Skip the Skunk	s-family blends
Unit 4	The Bad Pest	The Wasp	final s-family blends
Unit 5	Frank and Brent	Camp at Sunset	final consonant clusters
Unit 6	At Camp	Left at Camp	final consonant clusters
Unit 7	Scram, Cat!	Beside the Stream	3-letter blends
Unit 8	A Cake for Nate	What Will I Take?	CVCe long a
Unit 9	Home With Mom and Dad	Mole's New Home	CVCe long o
Unit 10	One to Five	Five Tired Mice	CVCe long i
Unit 11	Jo and Me	Come On, Jo	open vowels
Unit 12	Rocks, Rocks, Rocks	Tick Tock	final digraph -ck
Unit 13	In the Sunshine	Catching Fish	digraphs ch, sh
Unit 14	What Do You Think?	Why	digraphs th, wh
Unit 15	Play This Game With Me	Rainy Day	long a digraphs
Unit 16	Show Me!	Toad and Goat	long o digraphs
Unit 17	Will It Eat?	Flea's Feast	long e digraphs
Unit 18	A Sight to See	I Love Pie	long i digraphs
Unit 19	I Will Try	Sunny	y as a vowel
Unit 20	Which Part?	My Dog Bart	variant vowel /är/
Unit 21	My Turn to Fit	The Dirty Skirt	variant vowel /ûr/
Unit 22	More Corn	Early One Morn	variant vowel /ôr/
Unit 23	I See! I Hear!	The Deer	r-controlled digraphs
Unit 24	They Have No Cares	Not Fair	variant vowel /âr/
Unit 25	Can You See It, Too?	Lost Boots	variant vowel /ôö/
Unit 26	Meet Us All	Ball Game	variant vowel /ô/
Unit 27	A Good Cook	The Crook's Book	variant vowel /öö/
Unit 28	Now We Draw	Brown Cow	diphthong /ou/
Unit 29	A Day to Enjoy	New Toy	diphthong /oi/
Unit 30	Circus in the City	The Mice	soft c, g
Unit 31	I Know!	Fudge	silent letters