

Saxon Reading Foundations

Ontario Curriculum Correlation – Grade 1 Language

Curriculum expectations covered:

Strand B. Foundations of Language

B2. Language Foundations for Reading and Writing

- B2.1 Phonemic Awareness** – use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes
- B2.2 Alphabetic Knowledge** – name and form the upper- and lowercase letters both in and out of order and demonstrate knowledge of alphabetic order, with automaticity
- B2.3 Phonics: Grapheme-Phoneme Correspondence** – identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity
- B2.4 Word-Level Reading and Spelling: Using Phonics Knowledge** – use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts
- B2.5 Word-Level Reading and Spelling: Using Orthographic Knowledge** – use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading
- B2.6 Word-Level Reading and Spelling: Using Morphological Knowledge** – use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words
- B2.8 Reading Fluency: Accuracy, Rate, and Prosody** – read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression

B3. Language Conventions for Reading and Writing

- B3.1 Syntax and Sentence Structure** – identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences
- B3.3 Capitalization and Punctuation** – use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end

Strand C. Comprehension: Understanding and Responding to Texts

C1. Knowledge about Texts

- C1.1 Using Foundational Knowledge and Skills to Comprehend Texts** – read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C1.3 Text Patterns and Features** – identify some text patterns, such as sequencing and chronological order, and text features, including illustrations, symbols, and titles, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning
- C1.4 Visual Elements of Texts** – demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text

Strand D. Composition: Expressing Ideas and Creating Texts

D2. Creating Texts

D2.2 Printing – print letters and words with appropriate formation patterns, size, placement, and spacing

		Strand B. Foundations of Language									Strand C. Comprehension: Understanding and Responding to Texts			Strand D. Composition: Expressing Ideas and Creating Texts
Lesson Title		B2.1	B2.2	B2.3	B2.4	B2.5	B2.6	B2.8	B3.1	B3.3	C1.1	C1.3	C1.4	D2.2
1	The Letter <i>N</i>	•	•	•	•	•				•				
2	The Letter <i>O</i> , Part 1	•	•	•	•	•				•		•		•
3	The Letter <i>O</i> , Part 2	•	•	•	•	•								•
4	The Letter <i>T</i>	•	•	•	•	•								•
5	The Letter <i>P</i>	•	•	•	•	•								•
6	The Letter <i>I</i>	•	•	•	•	•								•
7	The Letter <i>L</i>	•	•	•	•	•								•
8	The Letter <i>A</i> , Part 1	•	•	•	•	•								•
9	The Letter <i>Z</i>	•	•	•	•	•								•
10	Assessment 1	•	•	•	•	•		•						•
11	The Letter <i>S</i>	•	•	•	•	•	•							•
12	Suffix <i>-s</i>	•	•	•	•	•	•	•	•	•	•	•	•	•
13	Blends	•	•	•	•	•								•
14	The Letter <i>D</i>	•	•	•	•	•	•			•	•	•	•	•
15	Assessment 2	•	•	•	•	•		•		•	•		•	•
16	The Letter <i>F</i>	•	•	•	•	•								•
17	The Letter <i>H</i>	•	•	•	•	•			•	•	•		•	•
18	The Letter <i>G</i>	•	•	•	•	•								•

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19	The Letter <i>R</i>	•	•	•	•	•					•	•	•	•
20	Assessment 3	•	•	•	•	•		•			•		•	•
21	The Letter <i>K</i>	•	•	•	•	•								•
22	The Letter <i>C</i>	•	•	•	•	•					•	•	•	•
23	Spelling with <i>k</i> and <i>c</i>	•	•	•	•	•								•
24	The Letter <i>B</i>	•	•	•	•	•					•	•	•	•
25	Assessment 4	•	•	•	•	•		•			•		•	•
26	The Letter <i>M</i>	•	•	•	•	•								•
27	The Letter <i>E</i>	•	•	•	•	•					•	•	•	•
28	Digraph <i>ck</i>	•	•	•	•	•								•
29	Spelling with <i>ck</i> and Final <i>k</i>	•	•	•	•	•				•	•	•	•	•
30	Assessment 5	•	•	•	•	•		•			•		•	•
31	Digraph <i>th</i>	•	•	•	•	•								•
32	Digraph <i>ng</i> and Suffix <i>-ing</i>	•	•	•	•	•					•	•	•	•
33	Suffix <i>-ed</i>	•	•	•	•	•	•							•
34	Digraph <i>ee</i>	•	•	•	•	•					•	•	•	•
35	Assessment 6	•	•	•	•	•		•			•			•
36	The Rule <i>vc' cv</i>	•	•	•	•	•								•
37	The Letter <i>U</i>	•	•	•	•	•				•	•		•	•
38	The Letter <i>W</i>	•	•	•	•	•								•
39	The Rule <i>vc cŵ</i>	•	•	•	•	•					•	•	•	•
40	Assessment 7	•	•	•	•	•		•			•			•
41	<i>a</i> consonant <i>e</i> ; Spelling with Final <i>ke</i>	•	•	•	•	•								•
42	<i>o</i> consonant <i>e</i> ; <i>u</i> consonant <i>e</i>	•	•	•	•	•				•	•	•	•	•
43	<i>i</i> consonant <i>e</i> ; <i>e</i> consonant <i>e</i>	•	•	•	•	•								•
44	Contractions	•	•	•	•	•		•		•	•	•	•	•

		Strand B. Foundations of Language									Strand C. Comprehension: Understanding and Responding to Texts			Strand D. Composition: Expressing Ideas and Creating Texts
Lesson Title		B2.1	B2.2	B2.3	B2.4	B2.5	B2.6	B2.8	B3.1	B3.3	C1.1	C1.3	C1.4	D2.2
45	Assessment 8	•	•	•	•	•		•			•			•
46	The Letter X	•	•	•	•	•								•
47	The Letter Y	•	•	•	•	•					•	•	•	•
48	Digraph <i>sh</i>	•	•	•	•	•								•
49	Digraph <i>oo</i>	•	•	•	•	•					•	•	•	•
50	Assessment 9	•	•	•	•	•		•			•			•
51	The Letter J	•	•	•	•	•								•
52	Floss Rule	•	•	•	•	•			•	•	•		•	•
53	The Letter V; Spelling with Final <i>ve</i>	•	•	•	•	•								•
54	Spelling with Final <i>c</i>	•	•	•	•	•					•	•	•	•
55	Assessment 10	•	•	•	•	•		•			•			•
56	Final, Stable Syllable <i>-ble</i>	•	•	•	•	•								•
57	Final, Stable Syllables <i>-fle, -ple, dle</i>	•	•	•	•	•				•	•		•	•
58	Final, Stable Syllables <i>-tle, -gle</i>	•	•	•	•	•								•
59	Final, Stable Syllables <i>-cle, -kle, -sle, -zle</i>	•	•	•	•	•				•	•		•	•
60	Assessment 11	•	•	•	•	•		•			•			•
61	Vowel Y, Part 1	•	•	•	•	•								•
62	Vowel Y, Part 2	•	•	•	•	•				•	•		•	•
63	Combination <i>er</i>	•	•	•	•	•								•
64	Trigraph <i>igh</i>	•	•	•	•	•			•	•	•		•	•
65	Assessment 12	•	•	•	•	•		•			•			•
66	Compound Words	•	•	•	•	•								•
67	Suffixes <i>-less, -ness, -ly</i>	•	•	•	•	•	•		•	•	•	•	•	•
68	Digraph <i>ai</i>	•	•	•	•	•								•
69	Digraph <i>ay</i>	•	•	•	•	•				•	•		•	•
70	Assessment 13	•	•	•	•	•		•			•			•

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71	Combination <i>ar</i>	•	•	•	•	•								•
72	Digraph <i>ch</i>	•	•	•	•	•				•	•		•	•
73	Combination <i>or</i>	•	•	•	•	•								•
74	Combination <i>qu</i>	•	•	•	•	•			•	•	•		•	•
75	Assessment 14	•	•	•	•	•		•			•			•
76	Combination <i>ir</i>	•	•	•	•	•								•
77	Combination <i>ur</i>	•	•	•	•	•				•	•		•	•
78	Soft (Cedilla) <i>c</i>	•	•	•	•	•								•
79	Digraph <i>ow</i>	•	•	•	•	•				•	•	•	•	•
80	Assessment 15	•	•	•	•	•		•			•			•
81	The Rule <i>ŷ</i> cv with <i>a</i>	•	•	•	•	•								•
82	The Rule <i>ŷ</i> cv with <i>i</i> and <i>e</i>	•	•	•	•	•				•	•		•	•
83	The Rule <i>ŷ</i> cv with <i>o</i> and <i>u</i>	•	•	•	•	•								•
84	The Rule <i>v</i> c <i>ŷ</i> , Part 1	•	•	•	•	•			•	•	•	•	•	•
85	Assessment 16	•	•	•	•	•		•			•			•
86	Digraph <i>ea</i> , Part 1	•	•	•	•	•								•
87	Digraph <i>ea</i> , Part 2	•	•	•	•	•				•	•	•	•	•
88	Spelling with the Dropping Rule	•	•	•	•	•								•
89	Diphthongs <i>oi</i> , <i>oy</i>	•	•	•	•	•				•	•		•	•
90	Assessment 17	•	•	•	•	•		•			•			•
91	Spelling with <i>oi</i> and <i>oy</i>	•	•	•	•	•								•
92	The Rule <i>vc</i> <i>cvc</i> <i>cv</i>	•	•	•	•	•				•	•		•	•
93	Final, Stable Syllable <i>-tion</i>	•	•	•	•	•								•
94	Digraph <i>ue</i>	•	•	•	•	•					•	•	•	•
95	Assessment 18	•	•	•	•	•		•			•			•
96	Suffix <i>-es</i>	•	•	•	•	•	•							•

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97	Diphthongs <i>ou, ow</i>	•	•	•	•	•					•	•	•	•
98	Spelling with <i>ou</i> and <i>ow</i>	•	•	•	•	•								•
99	The Rules <i>vc ccv</i> and <i>vcc cv</i>	•	•	•	•	•					•	•	•	•
100	Assessment 19	•	•	•	•	•		•			•			•
101	Digraph <i>au</i>	•	•	•	•	•								•
102	Digraph <i>aw</i>	•	•	•	•	•				•	•		•	•
103	"Wild Colt" Words	•	•	•	•	•								•
104	Digraph <i>oa</i>	•	•	•	•	•				•	•		•	•
105	Assessment 20	•	•	•	•	•		•			•			•
106	Digraph <i>ey</i>	•	•	•	•	•								•
107	The Rule <i>vc' v</i>	•	•	•	•	•			•	•	•	•	•	•
108	Digraph <i>ph</i>	•	•	•	•	•								•
109	Soft <i>g</i>	•	•	•	•	•			•	•	•		•	•
110	Assessment 21	•	•	•	•	•		•			•			•
111	Spelling with the Doubling Rule	•	•	•	•	•								•
112	"Ghost Letter" Digraphs	•	•	•	•	•				•	•		•	•
113	Spelling with the Doubling and Dropping Rules	•	•	•	•	•								•
114	The Rule <i>v cv</i> , Part 2	•	•	•	•	•				•	•	•	•	•
115	Assessment 22	•	•	•	•	•		•			•			•
116	Trigraph <i>tch</i> ; Spelling with final <i>ch</i> and <i>tch</i>	•	•	•	•	•								•
117	Trigraph <i>dge</i> ; Spelling with Final <i>dge</i> and <i>ge</i>	•	•	•	•	•				•	•		•	•
118	Spelling with <i>/ch/</i> and <i>/j/</i>	•	•	•	•	•								•
119	Digraph <i>ie</i>	•	•	•	•	•				•	•	•	•	•
120	Assessment 23	•	•	•	•	•		•			•			•
121	Combination <i>wh</i>	•	•	•	•	•								•
122	The Letter <i>A</i> , Part 2	•	•	•	•	•				•	•	•	•	•

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123	Digraph <i>ei</i>	•	•	•	•	•								•
124	Digraph <i>ew</i>	•	•	•	•	•				•	•		•	•
125	Assessment 24	•	•	•	•	•		•			•			•
126	Suffixes <i>-er, -est</i>	•	•	•	•	•	•							•
127	Suffix <i>-ful</i>	•	•	•	•	•	•			•	•		•	•
128	Prefix <i>un-</i>	•	•	•	•	•	•							•
129	Prefixes <i>pre-, dis-</i>	•	•	•	•	•	•			•	•	•	•	•
130	Assessment 25	•	•	•	•	•		•			•			•
131	Review of Consonant Digraphs	•	•	•	•	•								•
132	Review of Vowel Digraphs	•	•	•	•	•			•	•	•		•	•
133	Review of Combinations	•	•	•	•	•								•
134	Review of Affixes	•	•	•	•	•	•			•	•		•	•
135	Assessment 26	•	•	•	•	•		•			•			•
136	Review of Diphthongs	•	•	•	•	•								•
137	Review of Final, Stable Syllables	•	•	•	•	•			•	•	•		•	•
138	Review of Trigraphs	•	•	•	•	•								•
139	Review of Spelling Rules	•	•	•	•	•				•	•		•	•
140	Assessment 27	•	•	•	•	•		•			•			•