



## Grade 1 Pacing Guide

**Saxon Reading Foundations** may be taught as a Tier 1 implementation in a whole-class, general education setting as a supplement to the core language arts instruction. It is taught by the general education teacher in 30-45 minutes. The program has been successful with high achievers, English language learners and struggling students. Saxon has multiple activities to also use for Tier 2 and 3. Different learning styles are included in the daily lesson plans.

**Saxon Reading Foundations** emphasizes the alphabet, phonemic awareness, phonics, high frequency words, fluency, handwriting, and spelling, providing all students with the tools needed to master the ability to read, spell and become successful with handwriting.

For 30-45 minute lessons, teachers should always teach the activities marked with a star (Daily Letter and Sound Review, New Increment and New Deck Cards, Boardwork, and Worksheets), and cycle through the other activities on subsequent days. Readers should always be available for students to practice with as the teacher assesses when to change the reader for each student.



# Saxon Reading Foundations Daily Pacing Guide

🕒 (30–45) Minutes

## LESSON WARM-UP

🕒 (10–15 minutes)

Quick review to set students up for success.

Always include Daily Letter and Sound Review.

### Key Activities

- Alphabet Review
- Phonological/Phonemic Awareness Review
- Daily Letter & Sound Review
- Spelling Review

## NEW INCREMENT

🕒 (10–15 minutes)

Introduce and practice new letter-sound relationships, spelling patterns, or readers.

### Key Activities

- Handwriting
- Spelling with Letter Tiles
- New Deck Cards



## APPLICATION & CONTINUAL REVIEW

 (10–15 minutes)

Practice with worksheets and boardwork. Readers are used flexibly across groups.

### Key Activities

- Boardwork
- Worksheet
- Homework/Extra Practice
- Spelling List
- Readers

## CLASSROOM PRACTICE

 As Needed

Small Group Reinforcement or Advanced Work based on student needs.

### Key Activities

- Options for Differentiation
- Options for Multilingual Learners

# Saxon Reading Foundations Daily Pacing Guide

🕒 (45–60) Minutes

## LESSON WARM-UP

🕒 (15–20 minutes)

Quick review to set students up for success.

Always include Daily Letter and Sound Review.

### Key Activities

- Alphabet Review
- Phonological/Phonemic Awareness Review
- Daily Letter & Sound Review
- Spelling Review

## NEW INCREMENT

🕒 (15–20 minutes)


Introduce and practice new letter-sound relationships, spelling patters, or readers.

### Key Activities

- Handwriting
- Spelling with Letter Tiles
- New Deck Cards



## APPLICATION & CONTINUAL REVIEW

 (15–20 minutes)

Practice with worksheets and boardwork. Readers are used flexibly across groups.

### Key Activities

- Boardwork
- Worksheet
- Homework/Extra Practice
- Spelling List
- Readers

## CLASSROOM PRACTICE

 As Needed

Small Group Reinforcement or Advanced Work based on student needs.

### Key Activities

- Options for Differentiation
- Options for Multilingual Learners

# 30–45 MINUTE LESSONS



Instruction marked with a star should be implemented every day. If time is constrained, cycle through other activities as appropriate.

## LESSON WARM-UP



(10–15 minutes)



Whole or Small-group

### OBJECTIVE

Quickly review information that has been taught to set student up for success.

## Alphabet Review

Whole-Group

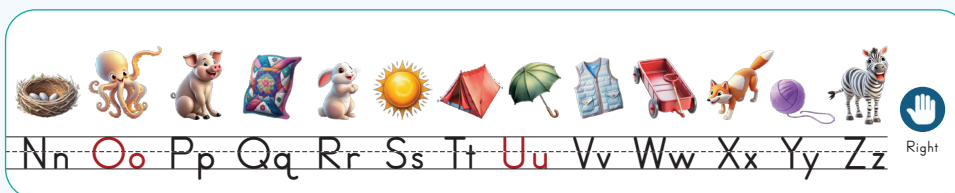
Tier 1

Small Group

Tier 2–3


### OBJECTIVE

To lay the foundation for students to learn to read and write.



### REASONS FOR TEACHING ALPHABET

- First step in learning to read
- Builds foundation for reading
- Alphabet order is used as a retrieval method for letter names and sounds

Phonological/Phonemic Awareness	Whole-Group Tier 1	Small Group Tier 2–3
<b>OBJECTIVE</b> To lay the foundation for students to learn to read and write.		
<div data-bbox="380 495 1143 541"> <b>Phonological/Phonemic Awareness Activity</b> </div> <div data-bbox="402 562 1312 638"> <b>OBJECTIVE:</b> To distinguish between long and short a, e, and u vowel sounds in one-syllable words         </div> <div data-bbox="380 659 1370 814">  <p><i>“Let’s practice what we already know! We know how to tell the difference between words with a long i and a short i sound. I am going to say some words. Raise your hand when you hear the long i sound: hit, if, big, find, hill. Right! Find has the /ī/ sound.”</i></p> </div> <div data-bbox="380 827 1370 869"> <ul style="list-style-type: none"> <li>• Repeat for /ō/ (loss, got, boat, mop) and /ö/ (goal, no, phone, mom).</li> </ul> </div> <div data-bbox="444 882 1370 957"> <p><i>“Let’s play Thumbs Up, Thumbs Down to tell when the vowels a, e, and u are long or short.”</i></p> </div> <div data-bbox="380 970 1370 1163"> <div data-bbox="380 970 591 1012"> <b>• I DO •</b> </div> <p><i>“Watch me. I am going to say a word. If the vowel a is long, I will give a thumbs up. If the vowel a is short, I will give a thumbs down. The word is made. Thumbs up. The vowel says its name /ā/, so it is long. I will do another: grass. Thumbs down. The vowel sound in grass is /ă/. It is short.”</i></p> </div> <div data-bbox="380 1176 997 1218"> <ul style="list-style-type: none"> <li>• Repeat with e (red, seed) and u (cup, flute).</li> </ul> </div> <div data-bbox="380 1230 1338 1348"> <div data-bbox="380 1230 591 1272"> <b>• WE DO •</b> </div> <p><i>“Let’s practice together now! If the vowel e is long, we will give a thumbs up. If the vowel e is short, we will give a thumbs down. The word is need. Say it with me: need.”</i></p> </div>		
<b>REASONS FOR TEACHING PHONEMIC/PHONOLOGICAL AWARENESS</b> <ul style="list-style-type: none"> <li>• Core skill necessary to learn to decode and encode</li> <li>• Strengthens auditory processing part of the brain</li> <li>• Children that develop these skills early are less likely to struggle later</li> </ul>		



# ★ Daily Letter and Sound Review

## Whole-Group

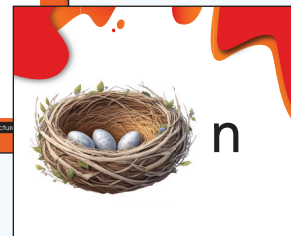
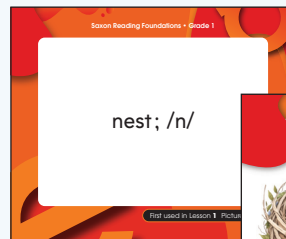
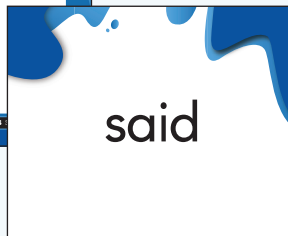
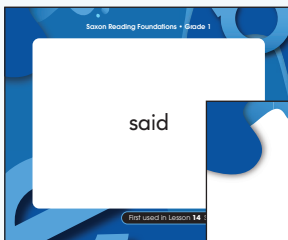
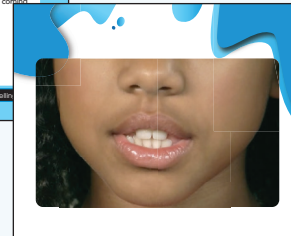
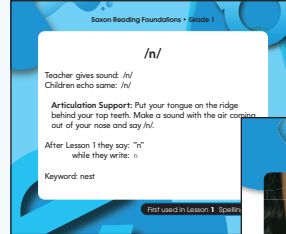
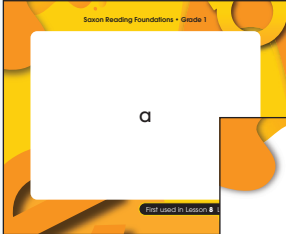
Tier 1, Recent Deck Cards

## Small Group

Tier 2–3, Retired Deck Cards

### OBJECTIVE

Reviews previously taught information to prepare for success for the new learning.



### REASONS FOR TEACHING DAILY LETTER AND SOUND REVIEW

- Connects pictures with sounds to not depend solely on symbols
- A quick way to give more exposures to students that take longer to absorb and transfer information.
- Reviews high frequency sight words that have been taught.
- Reviews Affixes previously taught

# Spelling Review

## Whole-Group

Tier 1, Teacher's  
Manuals


## Small Group

Tier 2–3, Retired  
Deck Cards

### OBJECTIVE

Reviews previously taught information to prepare for success for the new learning.

Name \_\_\_\_\_


 **W w**

1. \_\_\_\_\_ 14. \_\_\_\_\_

2. \_\_\_\_\_ 15. \_\_\_\_\_

3. \_\_\_\_\_ 16. \_\_\_\_\_

4. \_\_\_\_\_ 17. **w e l l**


5. \_\_\_\_\_ 18. **w i n** 

6. \_\_\_\_\_ 19. **w e s t**

7. \_\_\_\_\_ 20. **s w i m**

8. \_\_\_\_\_ 21. **t w i s t e d**

9. \_\_\_\_\_ 22. **t h e n**

10. \_\_\_\_\_ 23. **w i n k** 

11. \_\_\_\_\_ 24. **f l o c k**

\*12. \_\_\_\_\_ 25. **s u d d e n**

13. \_\_\_\_\_ 26. **r i n g i n g**

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Saxon Reading Foundations 1 \_\_\_\_\_ **WORKSHEET 38**

### REASONS FOR TEACHING SPELLING REVIEW

- Daily review of connecting sounds to the letter or letters
- Reviews the written sounds in words
- Practices high frequency words

OBJECTIVE

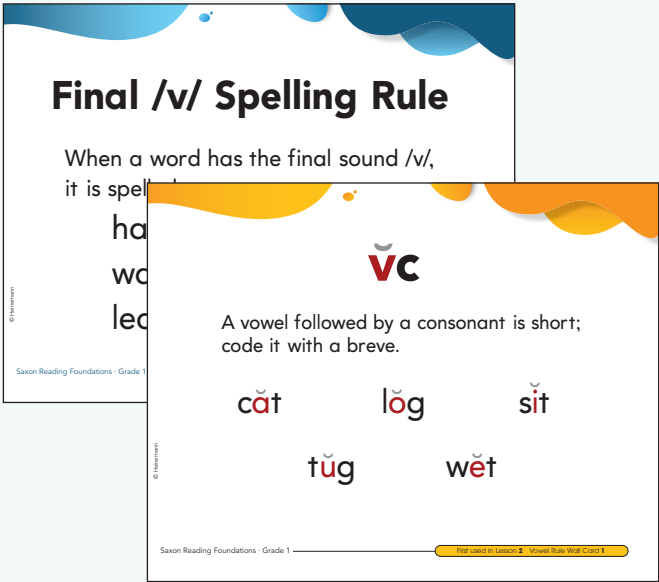
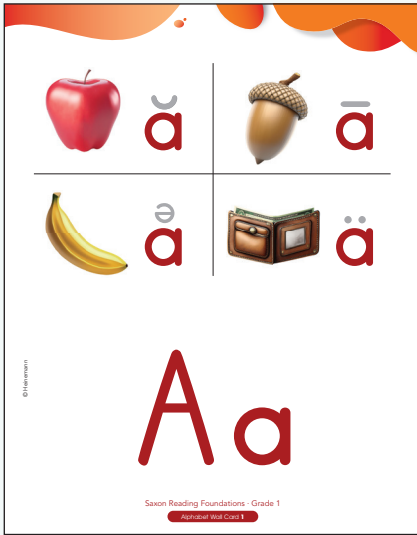
Introduce and practice new letter-sound relationships, spelling patterns, and decoding and encoding strategies or read controlled readers to practice information in text.

★ New Increment

Whole-Group	Small Group
Tier 1–2	Tier 3

OBJECTIVE

Introduce and practice new letter-sound relationships, spelling patterns, and decoding and encoding strategies



REASONS FOR TEACHING HANDWRITING

- Introduce new phonics patterns, spelling patterns, decoding and encoding strategies
- Build on existing learning, moving from simpler to more complex skills
- Provide new information in small, bite-size chunks so students can more easily integrate information into their existing learning
- Students will achieve mastery through application and continual review of concepts; mastery is not expected during New Increment instruction

# Handwriting

Whole-Group

Small Group

Tier 1

Tier 2–3

## OBJECTIVE

Introduce the written form of the new letter.

Name \_\_\_\_\_

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**E** Pull straight down, stop; go back to Max, go right, stop; go to Leo, go right, stop; go to Wriley, go right, stop.

**e** Go right, stop; circle left, stop.

Saxon Reading Foundations 1

HANDWRITING PRACTICE **Ee**

## REASONS FOR TEACHING HANDWRITING

- Skywriting capital and lowercase letters for multisensory learning of the new letter or letters taught
- Verbal/Auditory talk throughs for each letter

## Spelling with Letter Tiles

Whole-Group

Small Group

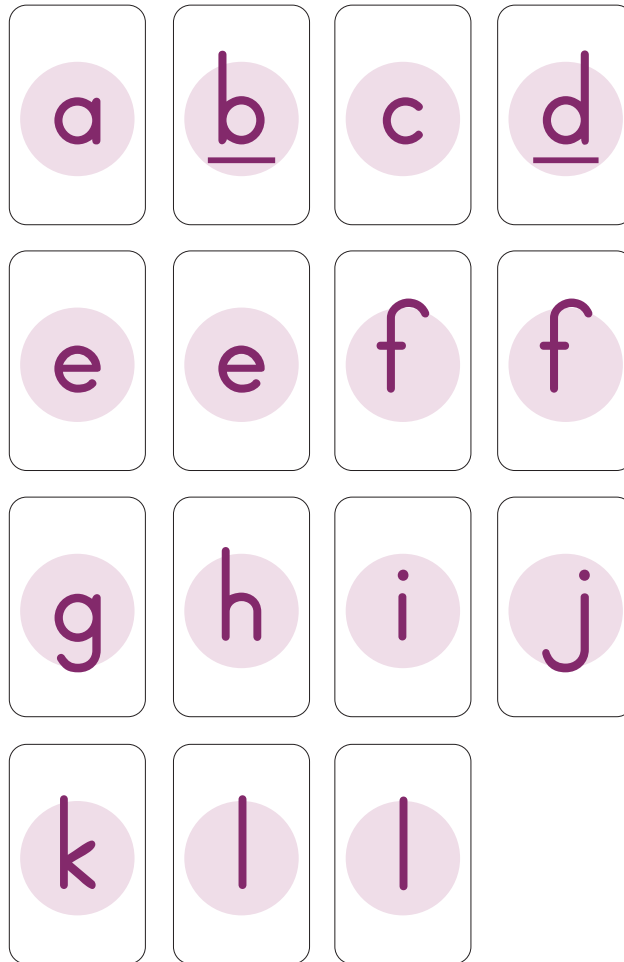
Tier 1

Tier 2–3

### OBJECTIVE

To teach spelling but without it always being tied to handwriting.

*Letter Tiles a–l with Circles*



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### REASONS FOR USING LETTER TILES

- Manipulation of tiles to build and decode words for practice without handwriting, to support dysgraphic students

## ★ New Deck Cards

Whole-Group

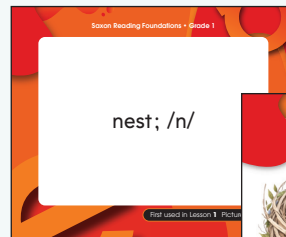
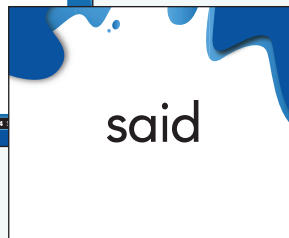
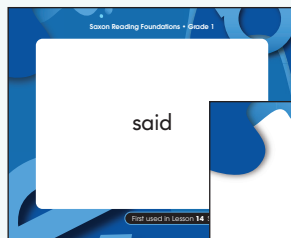
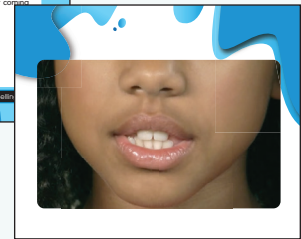
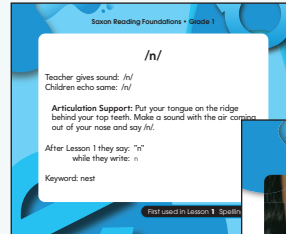
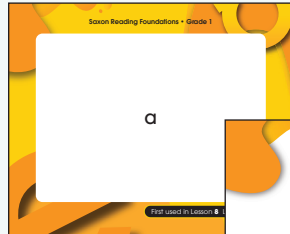
Small Group

Tier 1

Tier 2–3

### OBJECTIVE

Introduce the new letter and sound to add to the Review Decks.



### REASONS FOR NEW DECK CARDS

- Integrates new learnings into continual review practice to build toward mastery
- Provides spaced repetition and spiraled review of concepts

# APPLICATION & CONTINUAL REVIEW



(10–15 minutes)



Whole Group, Small Group  
& Individual Instruction

## OBJECTIVE

Reinforce new skills and review and apply already taught skills to build toward mastery.

Students may work on Application and Continual Review throughout the rest of the day as they work independently. The teacher may call various groups throughout the day to check for understanding.

## ★ Boardwork

Whole-Group

Small Group

Tier 1–2

Tier 3

## OBJECTIVE

Daily practice with old and new information to reinforce learning.

### Application and Continual Review

#### Boardwork

*“Let’s practice coding words like those on today’s worksheet.”*

- Write the following on the board:

bills      no      crisp

- Select a child to code *bills*. Remind them to box the suffix first, if necessary:

bills


## REASONS FOR BOARDWORK

- Boardwork is the introduction of new information with guided practice of similar words and patterns taught so students can refer to the words covered while coding their worksheet.
- Coding is a multisensory activity to attack unknown words.

### OBJECTIVE

Provide practice with controlled reading to master the ability to read text.

Name \_\_\_\_\_

 **L** \_\_\_\_\_

1. \_\_\_\_\_ 12. \_\_\_\_\_

2. \_\_\_\_\_ 13. \_\_\_\_\_

3. \_\_\_\_\_ 14. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_


6. \_\_\_\_\_

7. \_\_\_\_\_


8. \_\_\_\_\_


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9. **l i t**

10. **l i p** 

11. **n o**

15.  \_\_\_\_\_

16.  \_\_\_\_\_

17.  \_\_\_\_\_

Saxon Reading Foundations 1 \_\_\_\_\_ **WORKSHEET 7**

### REASONS FOR WORKSHEET

- Daily practice with the newest information learned
- Constant practice of all information taught
- Challenges students to work independently



## Homework/Extra Practice

Whole-Group



Small Group

Tier 2–3  
As Extra Practice


Tier 1


### OBJECTIVE

Provide an extra sheet for home or school practice to reinforce what has been taught.



  


1. lit
2. I
3. pot
4. pin






5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_

High-Frequency Word Box

on	I
no	in
not	it

**PARENT/GUARDIAN NOTE**

Today your student learned the following for the consonant *I*: name, sound, written form, and keyword (lion). Please have them practice writing *I*'s on the lines provided; code and read #1–4 (lit, I, pot, pin); match a word to its picture (pin); and spell the words represented by pictures #5–7 (pin, no, top). Finally, to help your student become a more fluent reader, have them read the words in the High-Frequency Word Box. Please return the paper to school.

Saxon Reading Foundations 1

HOMEWORK 7

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### REASONS FOR HOMEWORK/EXTRA PRACTICE

- Provide extra practice and reinforcement of skills
- Inform parents what students are learning in class

# Spelling List

Whole-Group

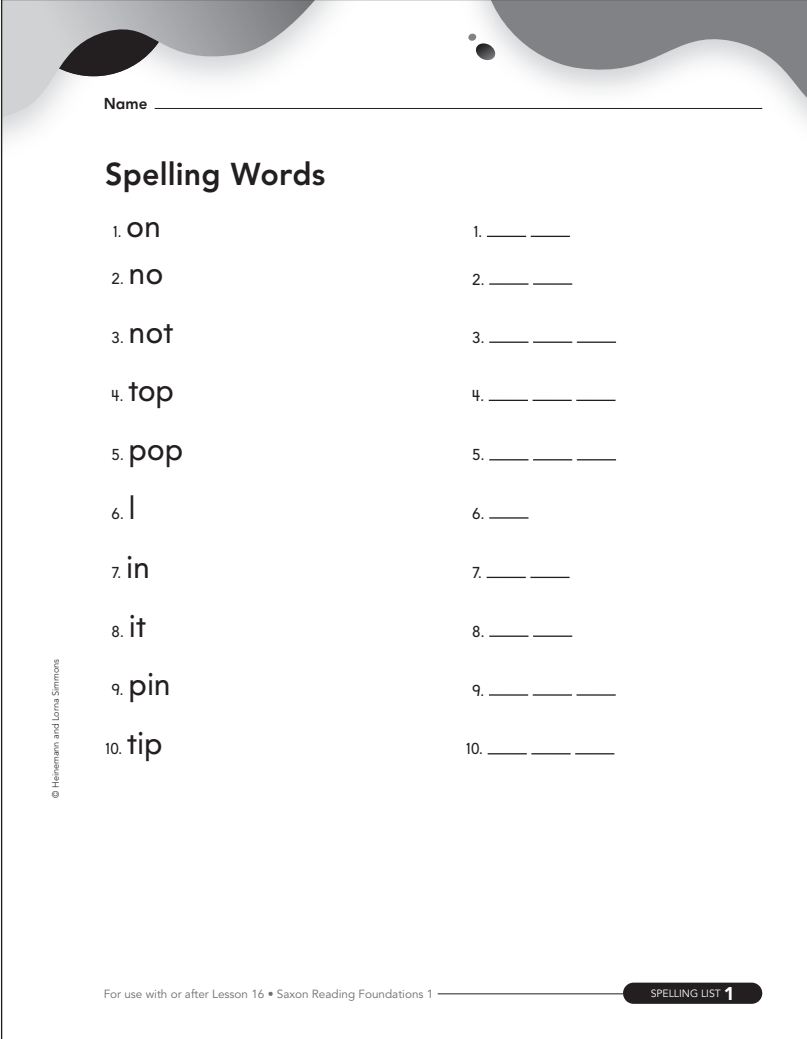
Small Group

Tier 1–2

Tier 3

## OBJECTIVE

Provide specific words with spelling rules taught and high frequency words for weekly for practice.

A worksheet template for spelling practice. It features a decorative header with a grey and white wavy pattern. Below the header is a line for the student's name. The title "Spelling Words" is centered. A list of ten words is provided, each with a corresponding blank line for the student to write the word. The words are: 1. on, 2. no, 3. not, 4. top, 5. pop, 6. l, 7. in, 8. it, 9. pin, 10. tip. The copyright notice "© Harcourt and Loma Simmons" is printed vertically on the left side. At the bottom, there is a line for the date and a small black box containing the text "SPELLING LIST 1".

Name \_\_\_\_\_

### Spelling Words

1. on \_\_\_\_\_
2. no \_\_\_\_\_
3. not \_\_\_\_\_
4. top \_\_\_\_\_
5. pop \_\_\_\_\_
6. l \_\_\_\_\_
7. in \_\_\_\_\_
8. it \_\_\_\_\_
9. pin \_\_\_\_\_
10. tip \_\_\_\_\_

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For use with or after Lesson 16 • Saxon Reading Foundations 1

**SPELLING LIST 1**

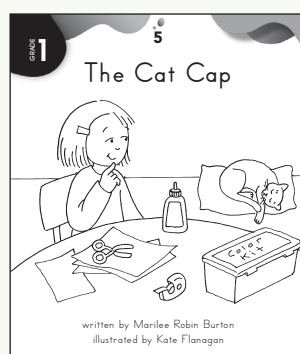
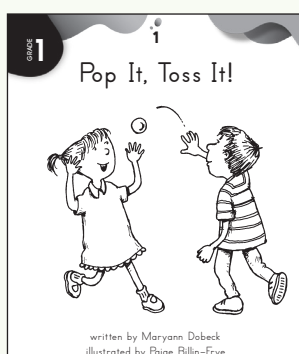
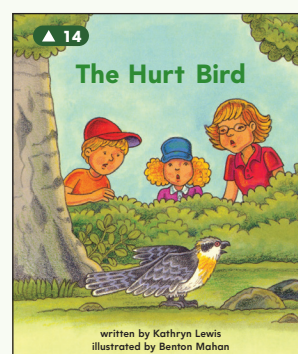
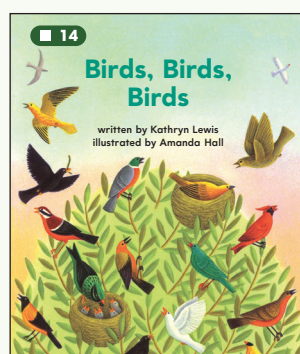
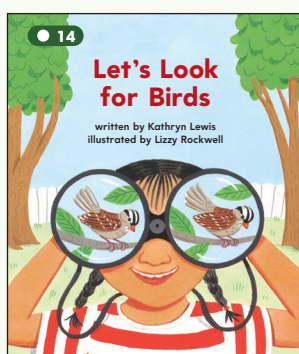
## REASONS FOR HOMEWORK/EXTRA PRACTICE

- Prepare for weekly spelling test for teachers to measure progress.

Decodable and Fluency Readers	Whole-Group	Small Group	Independent
	Tier 1 Level B ■ Level C ▲ Decodable Readers	Tier 2–3 Level A ● Working toward Level B ■ Decodable Readers	Tier 1–3 Decodable Readers

## OBJECTIVE

Provide practice with controlled reading to master the ability to read text, become fluent, and build toward comprehension.



## REASONS FOR HOMEWORK/EXTRA PRACTICE

- Provide Fluency readers for continued practice of high frequency words.
- Provide practice with phonetic readers to highlight a specific phonetic element taught.
- Allow students to each be on a level that is best for them.
- Allow students to read books and answer questions for comprehension.



## OBJECTIVE

Reinforce, support, and extend skills for readers as needed to meet their individual needs

Extra Practice should be used as needed to support all learners. Teachers can use assessment data to inform instructional decisions related to extra practice.

## Extra Practice

### Small Group

Advanced Readers

### Small Group

Tier 2–3

## OBJECTIVE

To reinforce, support, and extend in to meet individual student needs

OPTIONS FOR DIFFERENTIATION		
SUPPORT	REINFORCE	EXTEND
<p>For children who struggle to connect letter o with the sound /ō/, teach them hand signs to support them in learning to connect the letter to the sound.</p> <ul style="list-style-type: none"> <li>Use the <b>Oo Alphabet Wall Card</b> to review capital O and lowercase o. Have children name the keyword and help them identify the initial /ō/ sound. Have children chorally repeat the sound.</li> <li>Teach children the American Sign Language (ASL) sign for letter o: make an o shape with your hand by touching your fingertips to the tip of your thumb.</li> <li>Point out that your mouth makes an o shape when you make the sound /ō/.</li> <li>Lead children in signing the letter o and chanting: "O says /ō/."</li> <li>Teach children the ASL sign for octopus: make an o with one hand (for the head), touch it to the back of the other hand, and wiggle your fingers (for tentacles).</li> <li>Have children make the hand signs for letter o and for octopus as they chant: "O says /ō/ as in octopus."</li> </ul>	<p>For children who are learning to read letters n and o, have them practice identifying capital N and O and lowercase n and o.</p> <ul style="list-style-type: none"> <li>Play musical letters with capital N, lowercase n, capital O, and lowercase o. Gather 16 sheets of paper and markers in four colors. Use four pages for each letter, and write the letter in a different color on each page.</li> <li>Tape the letters to the floor, widely spaced.</li> <li>Explain how to play musical letters. "I'm going to play music. When the music stops, listen to the color and letter that I call out, then run and put your foot on that letter."</li> <li>Play music on your smartphone, radio, or CD player. Have children walk around the letters in a circle while the music plays.</li> <li>Say a color and a capital or lowercase letter each time you stop the music. Call on a child and ask them to tell what sound the letter makes.</li> <li>Play 10–15 rounds. Offer support as needed.</li> </ul>	<p>For children who have mastered reading letter o and the /ō/ sound, challenge them to identify words that start with /ō/ or /n/.</p> <ul style="list-style-type: none"> <li>In advance, make a list of words that begin with /n/ and words that begin with /ō/. For example: new, nine, nice, necklace, north, night, olive, octagon, on, ox, otter, omelet, and October. Include about 15–30 words.</li> <li>Give each child <b>Letter Tiles n</b> and <b>o</b>.</li> <li>Explain that children will use the <b>Letter Tiles</b> to identify the initial letter in words. "When I say a word that starts with the sound /n/, hold up your Letter Tile n. When I say a word that starts with the sound /ō/, hold up your Letter Tile o. Let's practice. Ready? Newt." Check that each child is holding up <b>Letter Tile n</b>. Correct as necessary.</li> <li>Read one word at a time from your list of words with initial /n/ and /ō/ sounds. Have children hold up their <b>Letter Tile n</b> for words that begin with /n/ and hold up their <b>Letter Tile o</b> for words that begin with /ō/.</li> <li>Extend the game by giving each child a turn to call out a word that starts with /ō/ or /n/.</li> </ul>

## REASONS FOR CLASSROOM PRACTICE

- Necessary to meet the needs of all students and give each the chance of being a successful reader or to allow advanced readers to work on something more challenging.

# 45–60 MINUTE LESSONS



Instruction marked with a star should be implemented every day. If time is constrained, cycle through other activities as appropriate.

## LESSON WARM-UP



(15–20 minutes)



Whole or Small-group

### OBJECTIVE

Quickly review information that has been taught to set student up for success.

## Alphabet Review

Whole-Group


Small Group

Tier 1


Tier 2–3


### OBJECTIVE

To lay the foundation for students to learn to read and write.




Left






Right



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

### REASONS FOR TEACHING ALPHABET

- First step in learning to read
- Builds foundation for reading
- Alphabet order is used as a retrieval method for letter names and sounds

Phonological/Phonemic Awareness	Whole-Group Tier 1	Small Group Tier 2–3
<b>OBJECTIVE</b> To lay the foundation for students to learn to read and write.		
<div data-bbox="380 493 1143 541"> <b>Phonological/Phonemic Awareness Activity</b> </div> <div data-bbox="402 562 1312 636"> <b>OBJECTIVE:</b> To distinguish between long and short a, e, and u vowel sounds in one-syllable words         </div> <div data-bbox="380 657 1370 814">  <i>“Let’s practice what we already know! We know how to tell the difference between words with a long i and a short i sound. I am going to say some words. Raise your hand when you hear the long i sound: hit, if, big, find, hill. Right! Find has the /ī/ sound.”</i> </div> <div data-bbox="380 825 1370 951"> <ul style="list-style-type: none"> <li>Repeat for /ō/ (loss, got, boat, mop) and /ö/ (goal, no, phone, mom).  <i>“Let’s play Thumbs Up, Thumbs Down to tell when the vowels a, e, and u are long or short.”</i> </li> </ul> </div> <div data-bbox="380 961 1370 1161"> <div data-bbox="380 961 591 1014"> <b>• I DO •</b> </div> <i>“Watch me. I am going to say a word. If the vowel a is long, I will give a thumbs up. If the vowel a is short, I will give a thumbs down. The word is made. Thumbs up. The vowel says its name /ā/, so it is long. I will do another: grass. Thumbs down. The vowel sound in grass is /ă/. It is short.”</i> </div> <div data-bbox="380 1171 997 1213"> <ul style="list-style-type: none"> <li>Repeat with e (red, seed) and u (cup, flute).</li> </ul> </div> <div data-bbox="380 1224 1338 1339"> <div data-bbox="380 1224 591 1276"> <b>• WE DO •</b> </div> <i>“Let’s practice together now! If the vowel e is long, we will give a thumbs up. If the vowel e is short, we will give a thumbs down. The word is need. Say it with me: need.”</i> </div>		
<b>REASONS FOR TEACHING PHONEMIC/PHONOLOGICAL AWARENESS</b> <ul style="list-style-type: none"> <li>Core skill necessary to learn to decode and encode</li> <li>Strengthens auditory processing part of the brain</li> <li>Children that develop these skills early are less likely to struggle later</li> </ul>		

# ★ Daily Letter and Sound Review

## Whole-Group

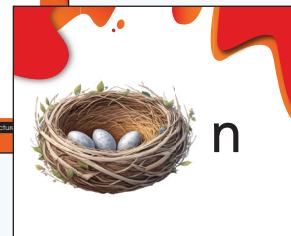
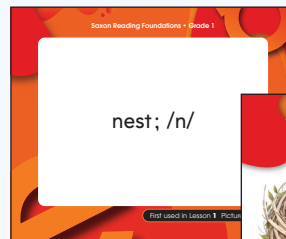
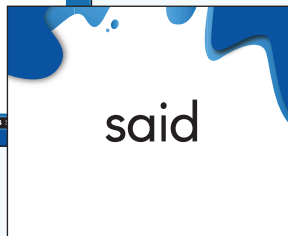
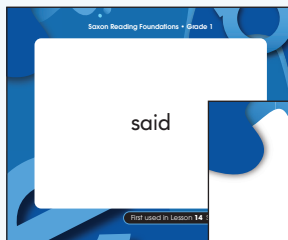
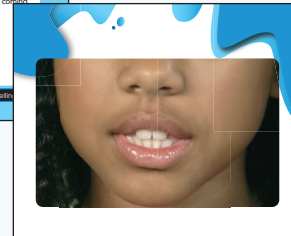
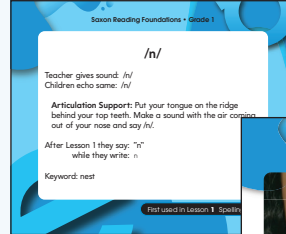
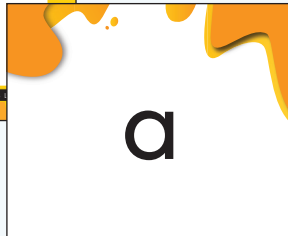
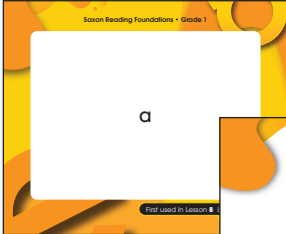
Tier 1, Recent Deck Cards

## Small Group

Tier 2–3, Retired Deck Cards

### OBJECTIVE

Reviews previously taught information to prepare for success for the new learning.



### REASONS FOR TEACHING DAILY LETTER AND SOUND REVIEW

- Connects pictures with sounds to not depend solely on symbols
- A quick way to give more exposures to students that take longer to absorb and transfer information.
- Reviews high frequency sight words that have been taught.
- Reviews Affixes previously taught

# Spelling Review

Whole-Group

Tier 1, Teacher's  
Manuals


Small Group

Tier 2–3, Retired  
Deck Cards

## OBJECTIVE

Reviews previously taught information to prepare for success for the new learning.

Name \_\_\_\_\_


 **W w**

1. \_\_\_\_\_ 14. \_\_\_\_\_

2. \_\_\_\_\_ 15. \_\_\_\_\_

3. \_\_\_\_\_ 16. \_\_\_\_\_

4. \_\_\_\_\_ 17. **w e l l**


5. \_\_\_\_\_ 18. **w i n** 

6. \_\_\_\_\_ 19. **w e s t**

7. \_\_\_\_\_ 20. **s w i m**

8. \_\_\_\_\_ 21. **t w i s t e d**

9. \_\_\_\_\_ 22. **t h e n**

10. \_\_\_\_\_ 23. **w i n k** 

11. \_\_\_\_\_ 24. **f l o c k**

\*12. \_\_\_\_\_ 25. **s u d d e n**

13. \_\_\_\_\_ 26. **r i n g i n g**

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Saxon Reading Foundations 1 \_\_\_\_\_ **WORKSHEET 38**

## REASONS FOR TEACHING SPELLING REVIEW

- Daily review of connecting sounds to the letter or letters
- Reviews the written sounds in words
- Practices high frequency words





## OBJECTIVE

Introduce and practice new letter-sound relationships, spelling patterns, and decoding and encoding strategies or read controlled readers to practice information in text.

## ★ New Increment

Whole-Group

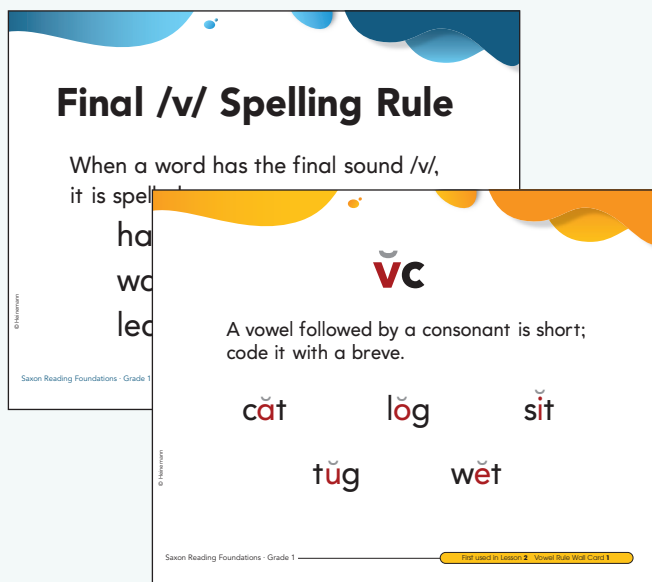
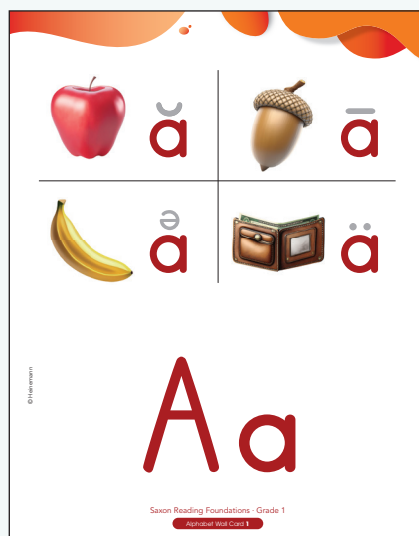
Small Group

Tier 1–2

Tier 3

## OBJECTIVE

Introduce and practice new letter-sound relationships, spelling patterns, and decoding and encoding strategies



## REASONS FOR TEACHING HANDWRITING

- Introduce new phonics patterns, spelling patterns, decoding and encoding strategies
- Build on existing learning, moving from simpler to more complex skills
- Provide new information in small, bite-size chunks so students can more easily integrate information into their existing learning
- Students will achieve mastery through application and continual review of concepts; mastery is not expected during New Increment instruction

# Handwriting

Whole-Group

Small Group

Tier 1

Tier 2-3

## OBJECTIVE

Introduce the written form of the new letter.

Name \_\_\_\_\_

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**E** Pull straight down, stop; go back to Max, go right, stop; go to Leo, go right, stop; go to Wilely, go right, stop.

**e** Go right, stop; circle left, stop.

Saxon Reading Foundations 1

HANDWRITING PRACTICE **Ee**

## REASONS FOR TEACHING HANDWRITING

- Skywriting capital and lowercase letters for multisensory learning of the new letter or letters taught
- Verbal/Auditory talk throughs for each letter

## Spelling with Letter Tiles

Whole-Group

Small Group

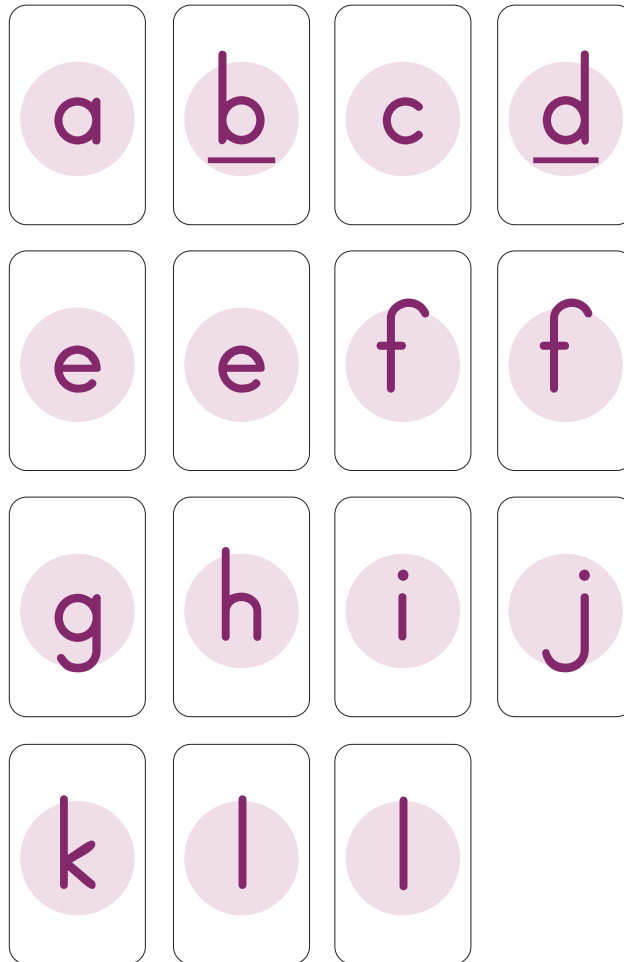
Tier 1

Tier 2-3

### OBJECTIVE

To teach spelling but without it always being tied to handwriting.

*Letter Tiles a-l with Circles*



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### REASONS FOR USING LETTER TILES

- Manipulation of tiles to build and decode words for practice without handwriting, to support dysgraphic students

## ★ New Deck Cards

Whole-Group

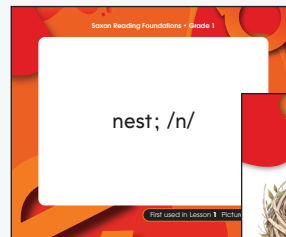
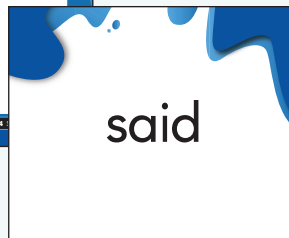
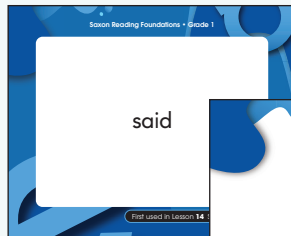
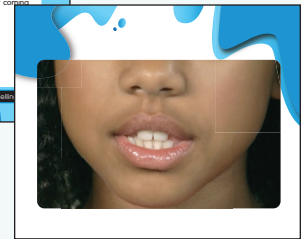
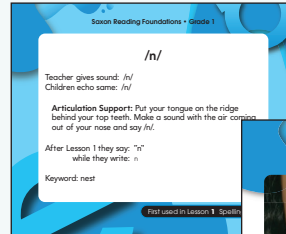
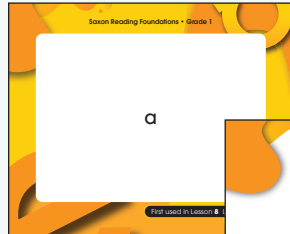
Small Group

Tier 1

Tier 2–3

### OBJECTIVE

Introduce the new letter and sound to add to the Review Decks.



### REASONS FOR NEW DECK CARDS

- Integrates new learnings into continual review practice to build toward mastery
- Provides spaced repetition and spiraled review of concepts

# APPLICATION & CONTINUAL REVIEW



(15–20 minutes)



Whole Group, Small Group  
& Individual Instruction

## OBJECTIVE

Reinforce new skills and review and apply already taught skills to build toward mastery.

Students may work on Application and Continual Review throughout the rest of the day as they work independently. The teacher may call various groups throughout the day to check for understanding.

## ★ Boardwork

Whole-Group

Small Group

Tier 1–2

Tier 3

## OBJECTIVE

Daily practice with old and new information to reinforce learning.

### Application and Continual Review

#### Boardwork

*“Let’s practice coding words like those on today’s worksheet.”*

- Write the following on the board:

bills      no      crisp

- Select a child to code *bills*. Remind them to box the suffix first, if necessary:

bills


## REASONS FOR BOARDWORK

- Boardwork is the introduction of new information with guided practice of similar words and patterns taught so students can refer to the words covered while coding their worksheet.
- Coding is a multisensory activity to attack unknown words.

### OBJECTIVE

Provide practice with controlled reading to master the ability to read text.

Name \_\_\_\_\_

 **L** \_\_\_\_\_

1. \_\_\_\_\_ 12. \_\_\_\_\_

2. \_\_\_\_\_ 13. \_\_\_\_\_

3. \_\_\_\_\_ 14. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_


6. \_\_\_\_\_

7. \_\_\_\_\_


8. \_\_\_\_\_


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9. **l i t**

10. **l i p** 

11. **n o**

15.  \_\_\_\_\_

16.  \_\_\_\_\_

17.  \_\_\_\_\_

Saxon Reading Foundations 1 \_\_\_\_\_ **WORKSHEET 7**

### REASONS FOR WORKSHEET

- Daily practice with the newest information learned
- Constant practice of all information taught
- Challenges students to work independently

## Homework/Extra Practice

Whole-Group



Small Group

Tier 2–3  
As Extra Practice


Tier 1


### OBJECTIVE

Provide an extra sheet for home or school practice to reinforce what has been taught.



  


1. lit
2. I
3. pot
4. pin






5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_

High-Frequency Word Box

on	I
no	in
not	it

**PARENT/GUARDIAN NOTE**

Today your student learned the following for the consonant *I*: name, sound, written form, and keyword (lion). Please have them practice writing *I*'s on the lines provided; code and read #1–4 (lit, I, pot, pin); match a word to its picture (pin); and spell the words represented by pictures #5–7 (pin, no, top). Finally, to help your student become a more fluent reader, have them read the words in the High-Frequency Word Box. Please return the paper to school.

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Saxon Reading Foundations 1

HOMEWORK 7

### REASONS FOR HOMEWORK/EXTRA PRACTICE

- Provide extra practice and reinforcement of skills
- Inform parents what students are learning in class

# Spelling List

Whole-Group

Small Group

Tier 1–2

Tier 3

## OBJECTIVE

Provide specific words with spelling rules taught and high frequency words for weekly for practice.

Name \_\_\_\_\_

### Spelling Words

1. on	1. _____
2. no	2. _____
3. not	3. _____
4. top	4. _____
5. pop	5. _____
6. I	6. _____
7. in	7. _____
8. it	8. _____
9. pin	9. _____
10. tip	10. _____

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For use with or after Lesson 16 • Saxon Reading Foundations 1

SPELLING LIST 1

## REASONS FOR HOMEWORK/EXTRA PRACTICE

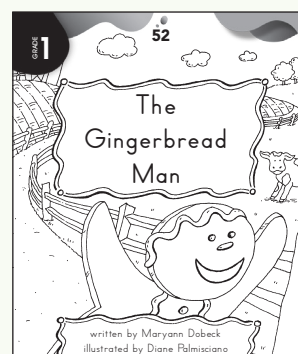
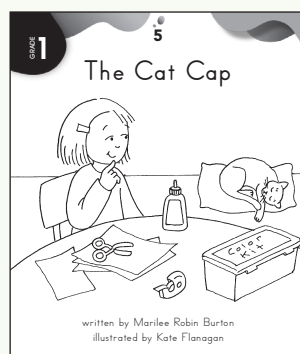
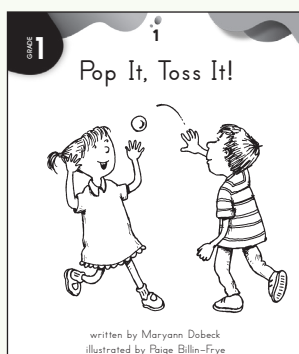
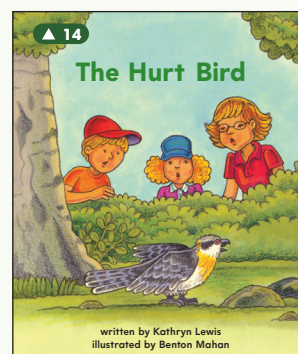
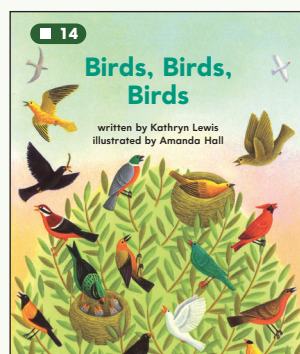
- Prepare for weekly spelling test for teachers to measure progress.



Decodable and Fluency Readers	Whole-Group	Small Group	Independent
	Tier 1 Level B ■ Level C ▲ Decodable Readers	Tier 2–3 Level A ● Working toward Level B ■ Decodable Readers	Tier 1–3 Decodable Readers

## OBJECTIVE

Provide practice with controlled reading to master the ability to read text, become fluent, and build toward comprehension.



## REASONS FOR HOMEWORK/EXTRA PRACTICE

- Provide Fluency readers for continued practice of high frequency words.
- Provide practice with phonetic readers to highlight a specific phonetic element taught.
- Allow students to each be on a level that is best for them.
- Allow students to read books and answer questions for comprehension.



## OBJECTIVE

Reinforce, support, and extend skills for readers as needed to meet their individual needs

Extra Practice should be used as needed to support all learners. Teachers can use assessment data to inform instructional decisions related to extra practice.

## Extra Practice

### Small Group

Advanced Readers

### Small Group

Tier 2–3

## OBJECTIVE

To reinforce, support, and extend in to meet individual student needs

OPTIONS FOR DIFFERENTIATION		
SUPPORT	REINFORCE	EXTEND
<p>For children who struggle to connect letter o with the sound /ō/, teach them hand signs to support them in learning to connect the letter to the sound.</p> <ul style="list-style-type: none"> <li>Use the <b>Oo Alphabet Wall Card</b> to review capital O and lowercase o. Have children name the keyword and help them identify the initial /ō/ sound. Have children chorally repeat the sound.</li> <li>Teach children the American Sign Language (ASL) sign for letter o: make an o shape with your hand by touching your fingertips to the tip of your thumb.</li> <li>Point out that your mouth makes an o shape when you make the sound /ō/.</li> <li>Lead children in signing the letter o and chanting: "O says /ō/."</li> <li>Teach children the ASL sign for octopus: make an o with one hand (for the head), touch it to the back of the other hand, and wiggle your fingers (for tentacles).</li> <li>Have children make the hand signs for letter o and for octopus as they chant: "O says /ō/ as in octopus."</li> </ul>	<p>For children who are learning to read letters n and o, have them practice identifying capital N and O and lowercase n and o.</p> <ul style="list-style-type: none"> <li>Play musical letters with capital N, lowercase n, capital O, and lowercase o. Gather 16 sheets of paper and markers in four colors. Use four pages for each letter, and write the letter in a different color on each page.</li> <li>Tape the letters to the floor, widely spaced.</li> <li>Explain how to play musical letters. "I'm going to play music. When the music stops, listen to the color and letter that I call out, then run and put your foot on that letter."</li> <li>Play music on your smartphone, radio, or CD player. Have children walk around the letters in a circle while the music plays.</li> <li>Say a color and a capital or lowercase letter each time you stop the music. Call on a child and ask them to tell what sound the letter makes.</li> <li>Play 10–15 rounds. Offer support as needed.</li> </ul>	<p>For children who have mastered reading letter o and the /ō/ sound, challenge them to identify words that start with /ō/ or /n/.</p> <ul style="list-style-type: none"> <li>In advance, make a list of words that begin with /n/ and words that begin with /ō/. For example: new, nine, nice, necklace, north, night, olive, octagon, on, ox, otter, omelet, and October. Include about 15–30 words.</li> <li>Give each child <b>Letter Tiles n</b> and <b>o</b>.</li> <li>Explain that children will use the <b>Letter Tiles</b> to identify the initial letter in words. "When I say a word that starts with the sound /n/, hold up your Letter Tile n. When I say a word that starts with the sound /ō/, hold up your Letter Tile o. Let's practice. Ready? Newt." Check that each child is holding up <b>Letter Tile n</b>. Correct as necessary.</li> <li>Read one word at a time from your list of words with initial /n/ and /ō/ sounds. Have children hold up their <b>Letter Tile n</b> for words that begin with /n/ and hold up their <b>Letter Tile o</b> for words that begin with /ō/.</li> <li>Extend the game by giving each child a turn to call out a word that starts with /ō/ or /n/.</li> </ul>

## REASONS FOR CLASSROOM PRACTICE

- Necessary to meet the needs of all students and give each the chance of being a successful reader or to allow advanced readers to work on something more challenging.