



Grade 2 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.

Language/Alphabet Activity

Whole-Group


Small Group

Tier 1


Tier 2–3

OBJECTIVE


To build on student's abilities to alphabetize, hear and place accents, and learn how to use dictionaries skillfully.




Left



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Right



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

REASONS FOR TEACHING ALPHABET

- Helps students learn organizational skills
- Teaches independence for success in researching words and learning definitions

★ Daily Letter and Sound Review

Whole-Group

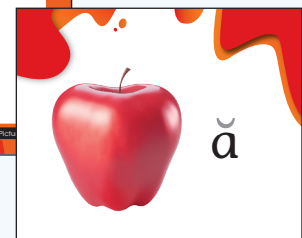
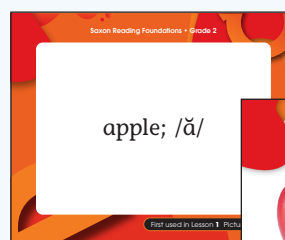
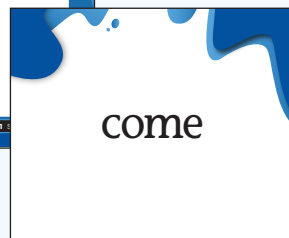
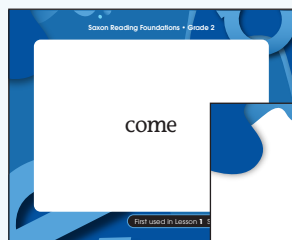
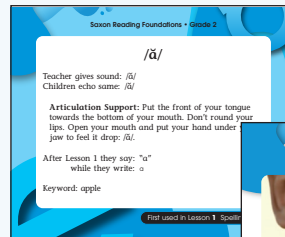
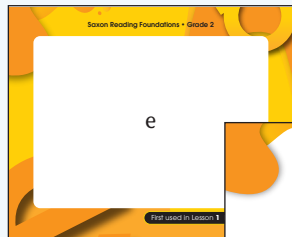
Tier 1, Recent Deck Cards

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 _____

1. _____ 13. _____ 25. _____

2. _____ 14. _____ 26. _____

3. _____ 15. _____ 27. _____

4. _____ 16. _____ 28. _____

5. _____ 17. _____ 29. _____

6. _____ 18. _____ 30. _____

7. _____ 19. _____ 31. _____

8. _____ 20. _____ 32. _____

9. _____ 21. _____ 33. _____

10. _____ 22. _____ 34. _____

11. _____ 23. _____ 35. _____

12. _____ 24. _____ 36. _____

© Heinemann and Lora Simmons

Saxon Reading Foundations 2 _____ SPELLING AND HIGH-FREQUENCY WORD PRACTICE **27**

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

Spelling List

Whole-Group

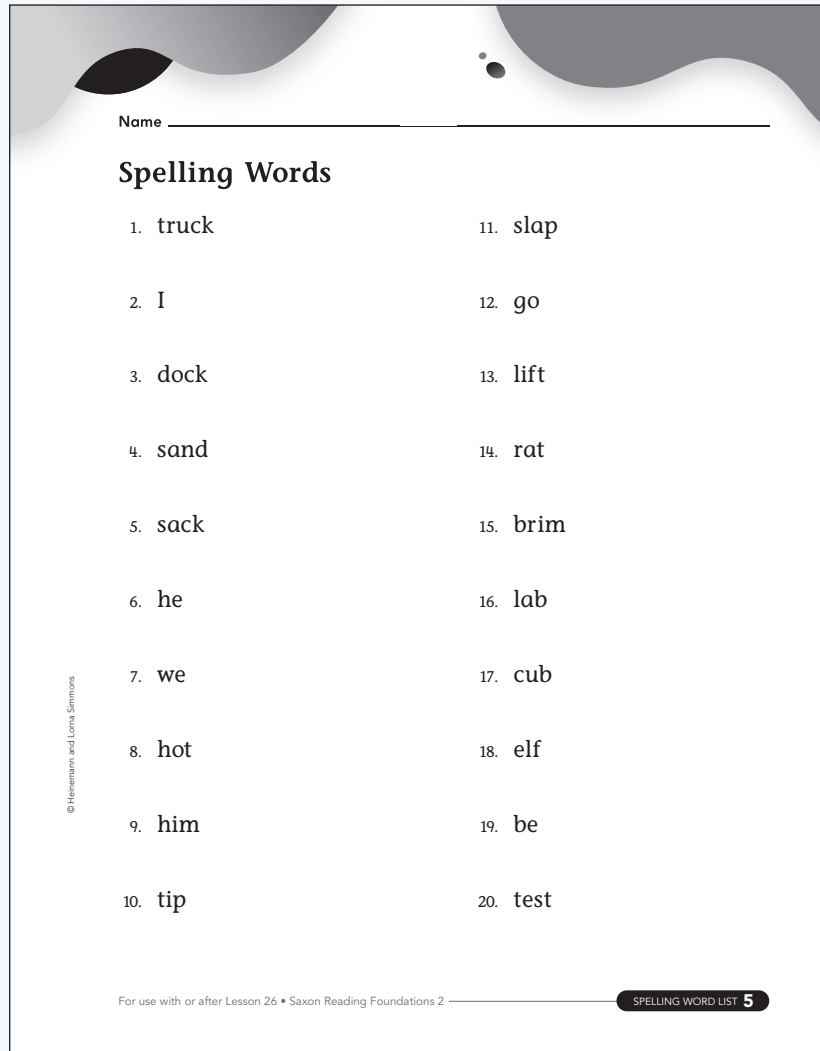
Small Group

Tier 1–2

Tier 3

OBJECTIVE

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



A worksheet template for spelling words. It features a decorative header with a sun and clouds. Below the header is a line for the student's name. The title "Spelling Words" is centered. A list of 20 words is provided, numbered 1 through 20, arranged in two columns. The words are: 1. truck, 2. I, 3. dock, 4. sand, 5. sack, 6. he, 7. we, 8. hot, 9. him, 10. tip, 11. slap, 12. go, 13. lift, 14. rat, 15. brim, 16. lab, 17. cub, 18. elf, 19. be, 20. test. On the left side, there is a vertical copyright notice: "© Harcourt and Lorna Simmons". At the bottom, there is a line for the date and a small box containing the text "SPELLING WORD LIST 5".

Name _____

Spelling Words

1. truck	11. slap
2. I	12. go
3. dock	13. lift
4. sand	14. rat
5. sack	15. brim
6. he	16. lab
7. we	17. cub
8. hot	18. elf
9. him	19. be
10. tip	20. test

© Harcourt and Lorna Simmons

For use with or after Lesson 26 • Saxon Reading Foundations 2

SPELLING WORD LIST 5

REASONS FOR TEACHING SPELLING LIST

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



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

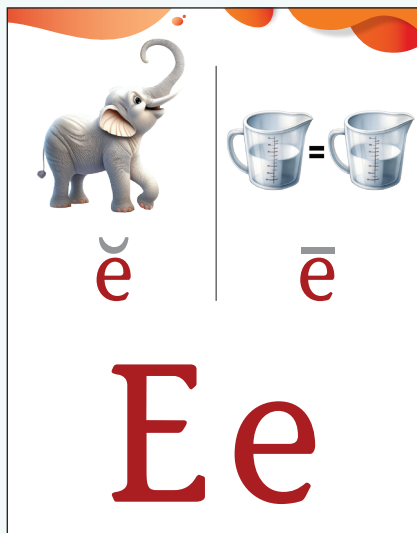
Tier 1–2

Small Group

Tier 3

OBJECTIVE

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



VC

A vowel followed by a consonant is short;
code it with a breve.

**Adding a Vowel Suffix
Doubling Rule**

When the final syllable of a word is accented and ends with one vowel and one consonant, double the final consonant before adding a vowel suffix.

omit + **ing** = omitting
run + **er** = runner

Dropping Rule

When a word ends with a silent **e**, drop the **e** before adding a **vowel** suffix.

make + **ing** = making
rule + **er** = ruler

Saxon Reading Foundations - Grade 2

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

★ New Deck Cards

Whole-Group

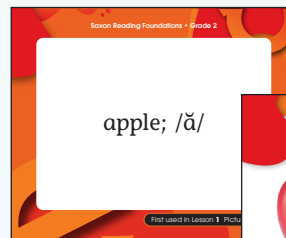
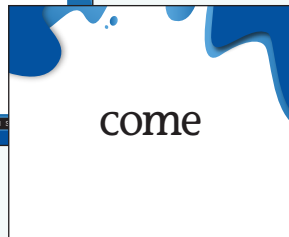
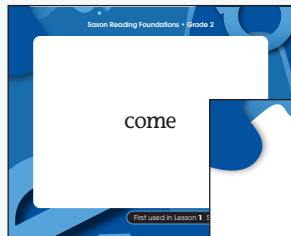
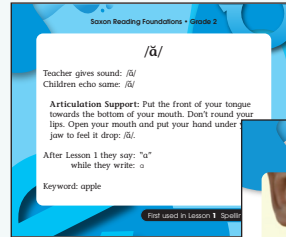
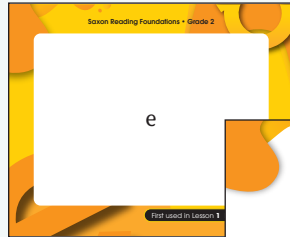
Small Group

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.

Boardwork

“Let’s code some words like the ones you’ll have on your worksheet today.”

- Write the following words on the board, one at a time:

chimp stack hi basket

- Select children to come to the board and code the words. The words should be coded as follows:

chimp stack hī basket
vclcv

- Once the words are correctly coded, have children read each word and use it in a sentence.

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 _____

Combination or'

1. b o r n
2. s o r t
3. c a r t
4. h o r n e t
5. b l u r t
6. t h o r n



The farmer plans to go far on a trip. She must get gas for her car. She will turn left at the corner and go north. Then she will stop at the first gas pump and fill up her car with gas.

7. The car will turn at the _____.

8. The farmer will get gas for her _____.

☐ truck ☐ van ☐ car

9. She plans to go on a short trip.

☐ yes ☐ no

10. Where will the farmer get gas?

☐ first gas pump ☐ last gas pump ☐ at home

© Heinemann and Lorna Simmons

Saxon Reading Foundations 2 **WORKSHEET 26**

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.

Combination or'

- c o r d
- s t o r m
- c o r n e r
- s c a r f
- t w i r l
- h o r n



The short man hid under the shelter after the storm hit. The storm had thunder and swift wind. After the storm quit, the man left the shelter.

- The man hid under the _____.
- The storm had wind and _____.

☐ sun
 ☐ thunder
 ☐ man

- The man left the shelter.

☐ yes
 ☐ no

PARENT/GUARDIAN NOTE

Your student has been taught **combination or**, which makes an /or/ sound (as in *fork*) in an accented syllable. Please have them code and read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.

Saxon Reading Foundations 2

HOMEWORK **26**

REASONS FOR HOMEWORK/EXTRA PRACTICE

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

Decodable and Fluency Readers

Whole-Group

Tier 1
Level B ■
Level C ▲
Decodable
Readers

Small Group

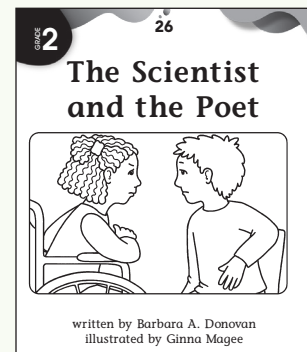
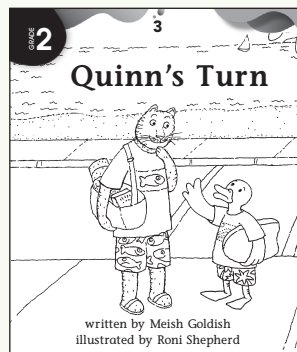
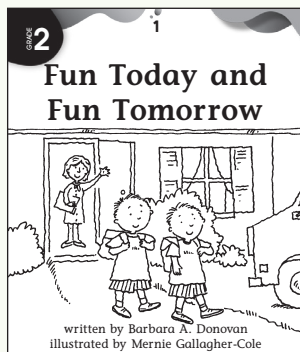
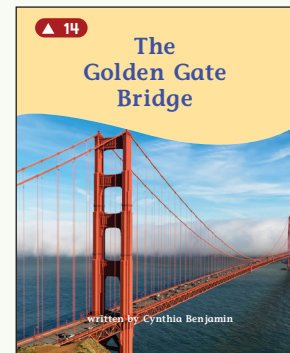
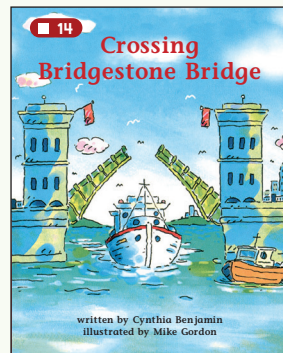
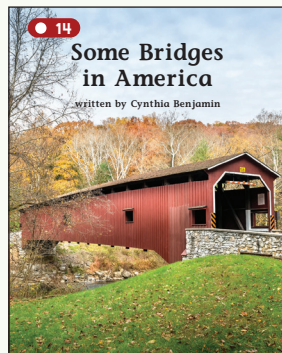
Tier 2–3
Level A ●
Working toward
Level B ■
Decodable
Readers

Independent

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 recognize the /ks/ sound in a word, have them distinguish between words that end with the /ks/ sound and words that do not.</p> <ul style="list-style-type: none"> Give children Letter Tile x. Call out words, including some that contain the /ks/ sound, such as: <i>six, sick, boss, box, fox, tax, tack, wax, mass, pick</i>. Have children raise the Letter Tile x when you say a word that ends with the /ks/ sound. 	<p>For children who are learning the <i>vc</i> rule, have them practice identifying words that fit the rule.</p> <ul style="list-style-type: none"> Write these words on index cards: <i>he, cat, dog, hen, me, met, so, job, peg, be, bet, cut, bun</i>. Place the cards inside a jar or box. Have each child draw a card and tell whether the word fits the <i>vc</i> rule. If the word does fit the <i>vc</i> rule, have them share what the vowel is and what sound it makes. Then have the child hold up the word for the group to read chorally. Continue until all of the words have been read. 	<p>For children who have mastered reading words that follow the <i>vc</i> rule, challenge them to spell <i>vc</i> words.</p> <ul style="list-style-type: none"> Have children line up in front of the board. Have the first child come to the board. Say a word from the Spelling Word List for Lesson 4 and ask them to write the word on the board. If the child spells the word correctly, have them go to the end of the line. If the child does not spell the word correctly, support them to write and code the word they missed. Then, give them another word to spell. Repeat until each child has had two or three turns.

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.

Language/Alphabet Activity

Whole-Group















Tier 1

Small Group















Tier 2–3

OBJECTIVE

To build on student's abilities to alphabetize, hear and place accents, and learn how to use dictionaries skillfully.

Left 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 Right

REASONS FOR TEACHING ALPHABET

- Helps students learn organizational skills
- Teaches independence for success in researching words and learning definitions

★ Daily Letter and Sound Review

Whole-Group

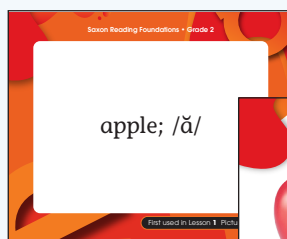
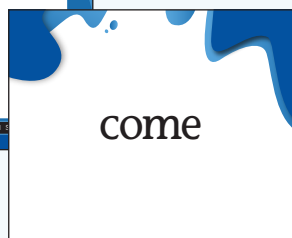
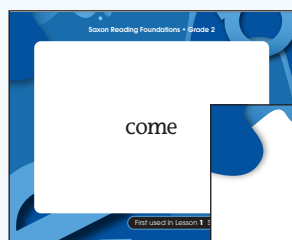
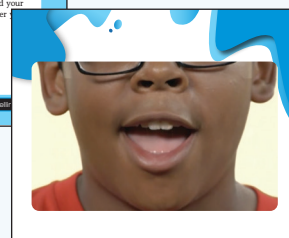
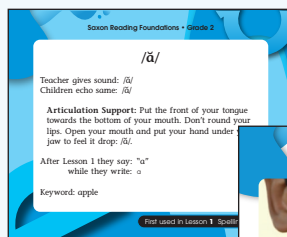
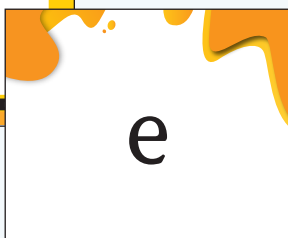
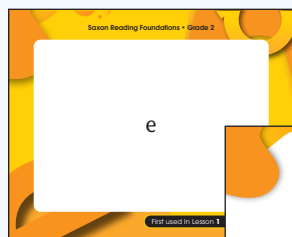
Tier 1, Recent Deck Cards

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 _____

1. _____	13. _____	25. _____
2. _____	14. _____	26. _____
3. _____	15. _____	27. _____
4. _____	16. _____	28. _____
5. _____	17. _____	29. _____
6. _____	18. _____	30. _____
7. _____	19. _____	31. _____
8. _____	20. _____	32. _____
9. _____	21. _____	33. _____
10. _____	22. _____	34. _____
11. _____	23. _____	35. _____
12. _____	24. _____	36. _____

© Harcourt and Linda Simmons

Saxon Reading Foundations 2

SPELLING AND HIGH-FREQUENCY WORD PRACTICE **27**

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

Spelling List

Whole-Group

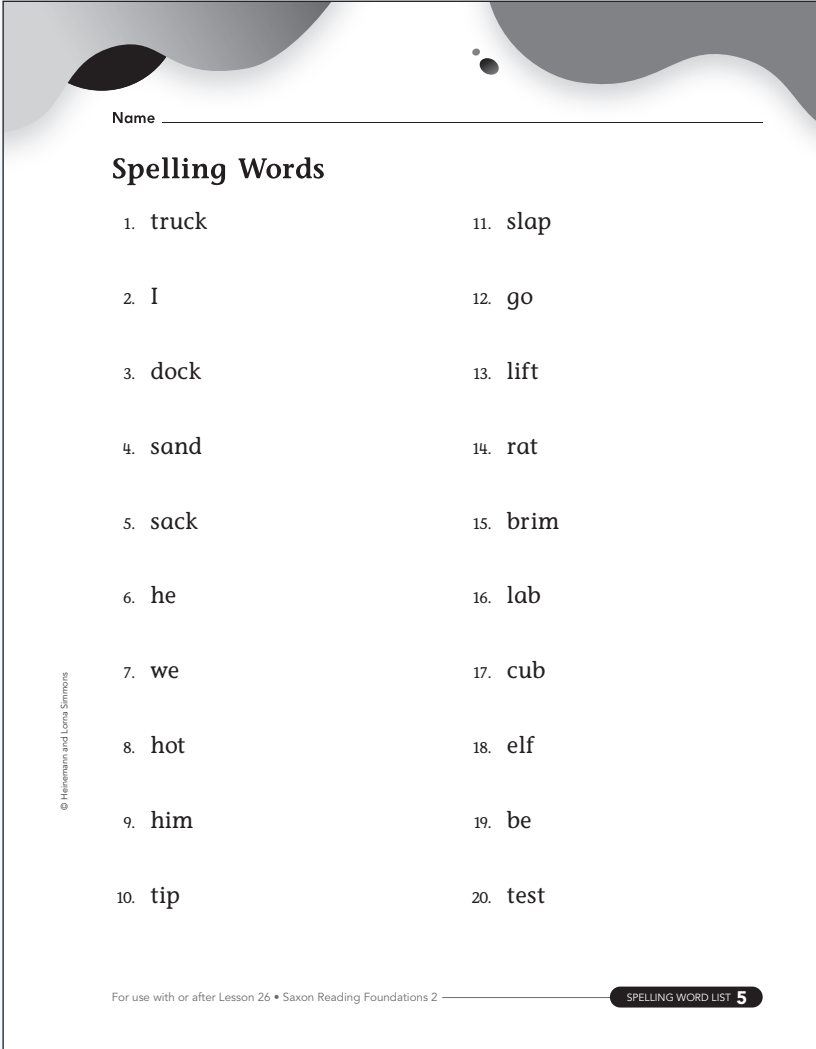
Tier 1–2

Small Group

Tier 3

OBJECTIVE

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

A worksheet template for spelling words. 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 20 words is arranged in two columns. The words are: 1. truck, 2. I, 3. dock, 4. sand, 5. sack, 6. he, 7. we, 8. hot, 9. him, 10. tip, 11. slap, 12. go, 13. lift, 14. rat, 15. brim, 16. lab, 17. cub, 18. elf, 19. be, 20. test. On the left side, there is a vertical copyright notice: "© Heinemann and Loma Simmons". At the bottom, there is a footer that reads "For use with or after Lesson 26 • Saxon Reading Foundations 2" and a small black box with the text "SPELLING WORD LIST 5".

Name _____

Spelling Words

1. truck	11. slap
2. I	12. go
3. dock	13. lift
4. sand	14. rat
5. sack	15. brim
6. he	16. lab
7. we	17. cub
8. hot	18. elf
9. him	19. be
10. tip	20. test

© Heinemann and Loma Simmons

For use with or after Lesson 26 • Saxon Reading Foundations 2

SPELLING WORD LIST 5

REASONS FOR TEACHING SPELLING LIST

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



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

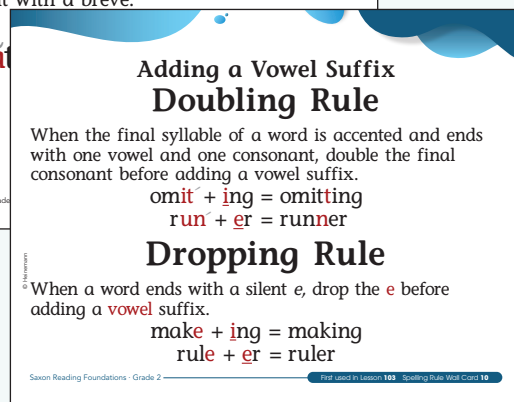
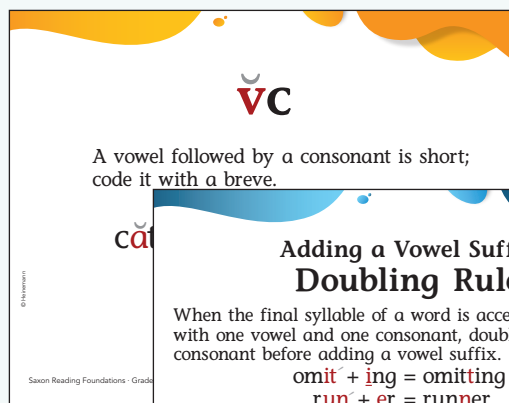
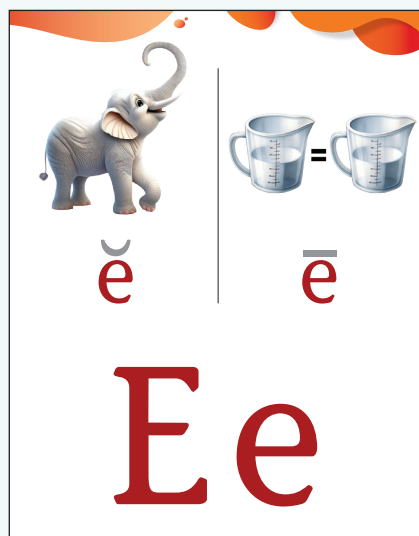
Small Group

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

★ New Deck Cards

Whole-Group

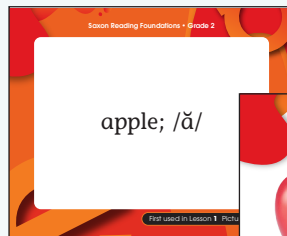
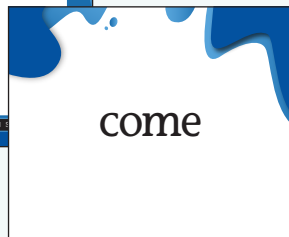
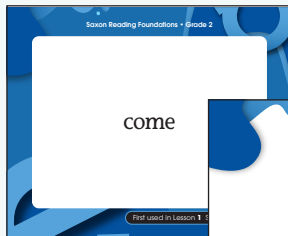
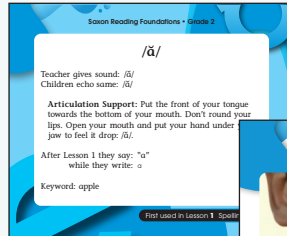
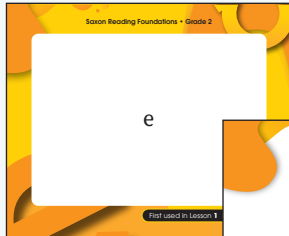
Small Group

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.

Boardwork

“Let’s code some words like the ones you’ll have on your worksheet today.”

- Write the following words on the board, one at a time:

chimp stack hi basket

- Select children to come to the board and code the words. The words should be coded as follows:

chimp stack hi basket
vclcv

- Once the words are correctly coded, have children read each word and use it in a sentence.

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 _____

Combination or'

1. b o r n
2. s o r t
3. c a r t
4. h o r n e t
5. b l u r t
6. t h o r n



The farmer plans to go far on a trip. She must get gas for her car. She will turn left at the corner and go north. Then she will stop at the first gas pump and fill up her car with gas.

7. The car will turn at the _____.

8. The farmer will get gas for her _____.

☐ truck ☐ van ☐ car

9. She plans to go on a short trip.

☐ yes ☐ no

10. Where will the farmer get gas?

☐ first gas pump ☐ last gas pump ☐ at home

© Heinemann and Lora Simmons

Saxon Reading Foundations 2 **WORKSHEET 26**


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.



Combination or'

- c o r d
- s t o r m
- c o r n e r
- s c a r f
- t w i r l
- h o r n

The short man hid under the shelter after the storm hit. The storm had thunder and swift wind. After the storm quit, the man left the shelter.

7. The man hid under the _____.

8. The storm had wind and _____.

☐ sun ☐ thunder ☐ man

9. The man left the shelter.

☐ yes ☐ no

PARENT/GUARDIAN NOTE

Your student has been taught **combination or**, which makes an /or/ sound (as in *fork*) in an accented syllable. Please have them code and read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.

Saxon Reading Foundations 2

HOMEWORK 26

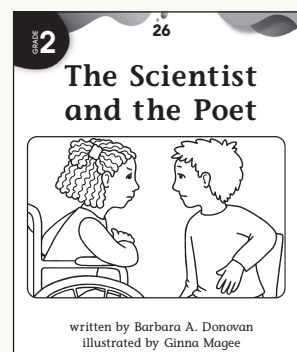
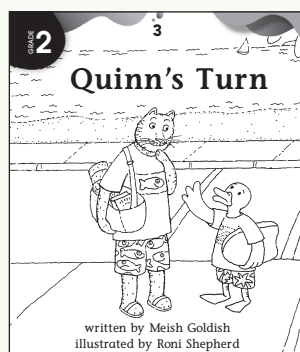
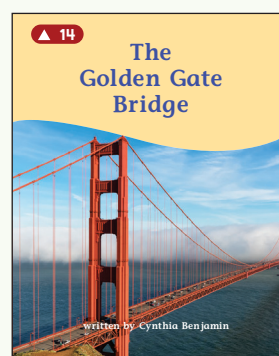
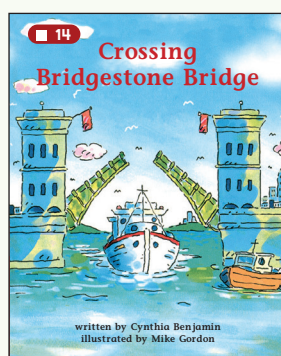
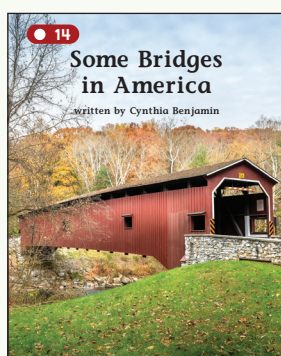
REASONS FOR HOMEWORK/EXTRA PRACTICE

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

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 recognize the /ks/ sound in a word, have them distinguish between words that end with the /ks/ sound and words that do not.</p> <ul style="list-style-type: none"> • Give children Letter Tile x. • Call out words, including some that contain the /ks/ sound, such as: <i>six, sick, boss, box, fox, tax, tack, wax, mass, pick</i>. • Have children raise the Letter Tile x when you say a word that ends with the /ks/ sound. 	<p>For children who are learning the <i>vc</i> rule, have them practice identifying words that fit the rule.</p> <ul style="list-style-type: none"> • Write these words on index cards: <i>he, cat, dog, hen, me, met, so, job, peg, be, bet, cut, bun</i>. Place the cards inside a jar or box. • Have each child draw a card and tell whether the word fits the <i>vc</i> rule. If the word does fit the <i>vc</i> rule, have them share what the vowel is and what sound it makes. • Then have the child hold up the word for the group to read chorally. Continue until all of the words have been read. 	<p>For children who have mastered reading words that follow the <i>vc</i> rule, challenge them to spell <i>vc</i> words.</p> <ul style="list-style-type: none"> • Have children line up in front of the board. • Have the first child come to the board. Say a word from the Spelling Word List for Lesson 4 and ask them to write the word on the board. • If the child spells the word correctly, have them go to the end of the line. If the child does not spell the word correctly, support them to write and code the word they missed. Then, give them another word to spell. • Repeat until each child has had two or three turns.

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.