



GRADE
K



Grade K 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 patterns, 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

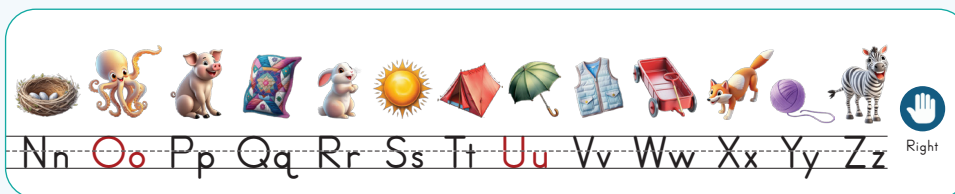
Tier 1

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 |
|---|-----------------------|-------------------------|
| OBJECTIVE To lay the foundation for students to learn to read and write. | | |
| <div data-bbox="336 476 1429 1402"> <p>Phonological Awareness Activity</p> <p>OBJECTIVE: To produce words that are the same and words that are different</p> <p> “Let’s practice what we already know! I am going to say two words and then you will say the words. If the two words are the same, hold your thumbs up. If the two words are different, hold your thumbs down. The words are log, got. Yes! They are different, so they get a thumbs down. The next words are mom, mom. Yes! They are the same, so they get a thumbs up.”</p> <p>“Let’s play Mystery Word to hear and say words that are the same and different.”</p> <p>• I DO • “Watch me. The first mystery word will be the word that is the same. Listen: red, red, pat. The mystery word is red because red and red are the same! I will do one more. This time the mystery word will be the word that is different. Listen: tap, tap, lot. The mystery word is lot because tap and lot are different!”</p> <p>• WE DO • “Let’s practice together now! The first mystery word will be the word that is the same. Listen: hot, lap, hot. Now let’s say the words together. Raise your hand when you hear the mystery word that is the same: hot, lap, hot. Now the mystery word will be the word that is different.”</p> </div> | | |
| <p>REASONS FOR TEACHING PHONEMIC/PHONOLOGICAL AWARENESS</p> <ul style="list-style-type: none"> • Core skill necessary to learn to decode and encode • Strengthens auditory processing part of the brain • Children that develop these skills early are less likely to struggle later | | |

★ Daily Letter and Sound Review

Whole-Group

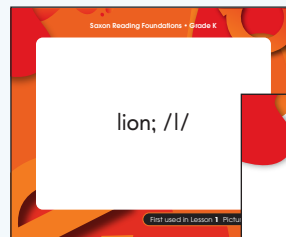
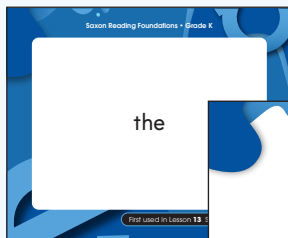
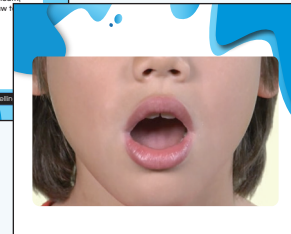
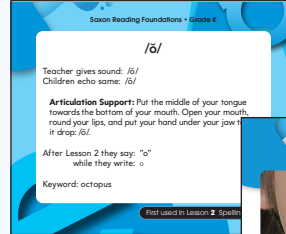
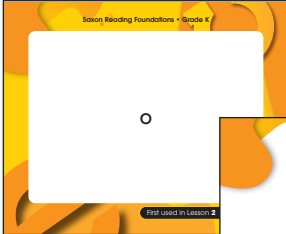
Tier 1, Recent Deck Cards

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 _____

Oo 

➔ 1. _____

★ 2. _____

3.

| | | | | | | |
|---|---|---|---|---|---|---|
| o | o | l | o | s | o | l |
|---|---|---|---|---|---|---|

4.

| | | | | | | |
|---|---|---|---|---|---|---|
| O | L | O | S | O | L | O |
|---|---|---|---|---|---|---|

© Heinemann and Lorna Simmons

Saxon Reading Foundations K _____ **WORKSHEET 2**

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**

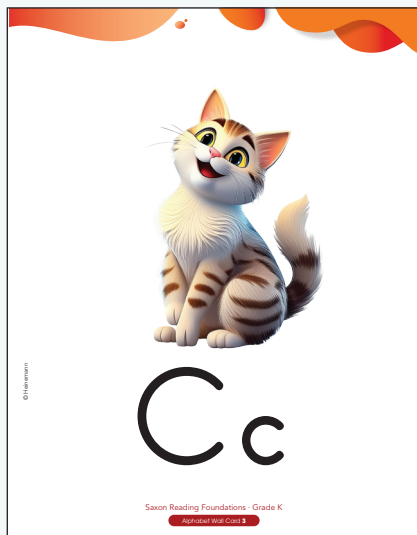
Tier 1–2

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.

căt

K & C Spelling Rules

k before **e, i, or y**
kept kid milky

c before **a, o, u, or any consonant**
cat cot clip

Saxon Reading Foundations - Grade K

PDF used in Lesson 41: Spelling Rule Wall Card 1

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

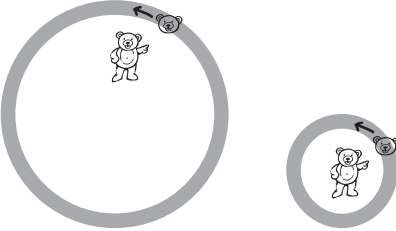
Tier 1

Tier 2-3

OBJECTIVE

Introduce the written form of the new letter.

Name _____



© Heinemann and Lorna Simmons

Handwriting practice lines for the letter 'O'. The first row shows five uppercase 'O's on a three-line grid. The second row shows five lowercase 'o's on a three-line grid. The third row shows one uppercase 'O' followed by blank space. The fourth row shows one lowercase 'o' followed by blank space.

O Circle left, touch.
o Circle left, touch.

Saxon Reading Foundations K _____ HANDWRITING PRACTICE Oo

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

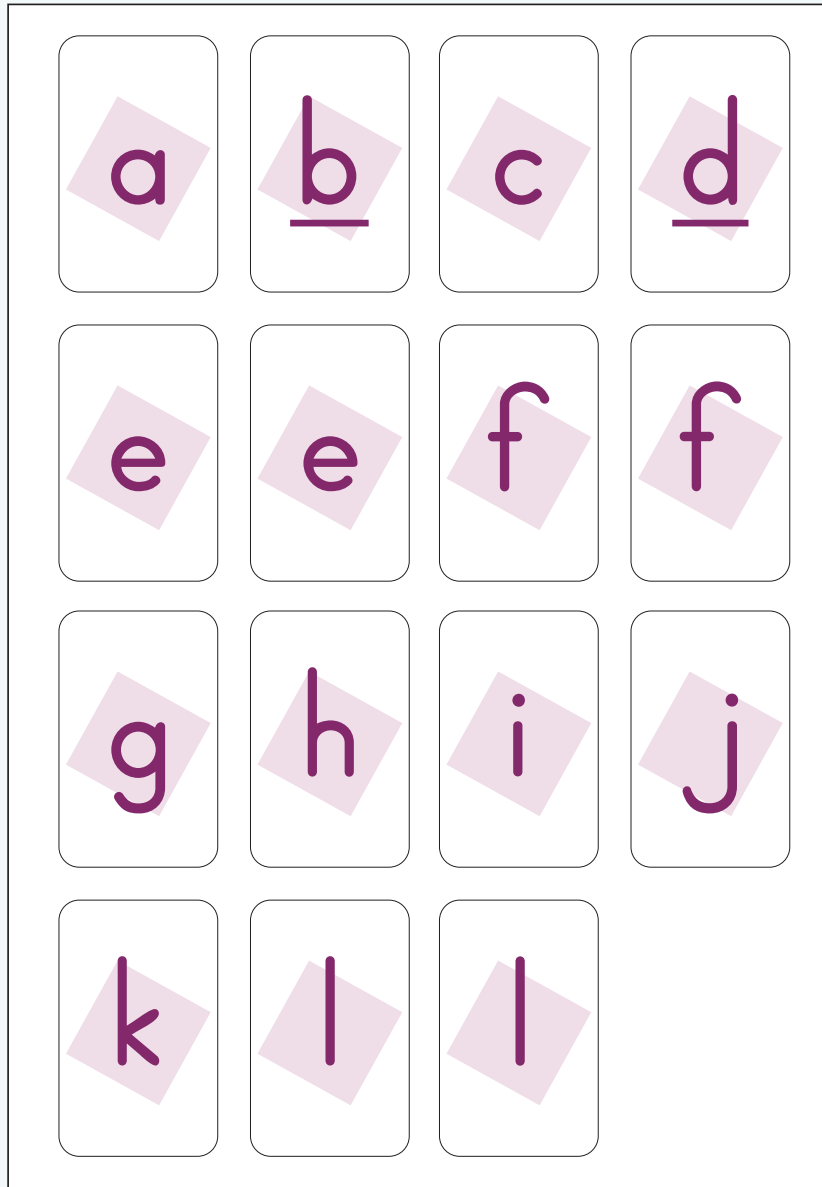
Small Group

Tier 1

Tier 2–3

OBJECTIVE

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



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

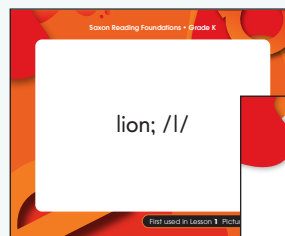
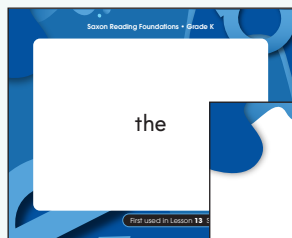
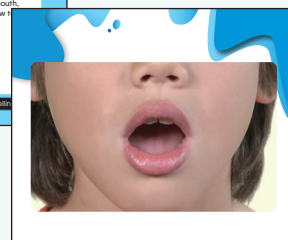
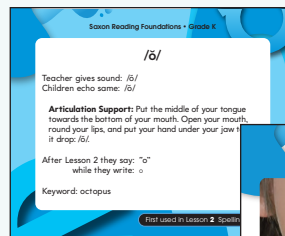
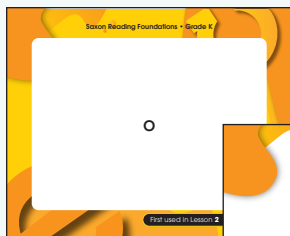
Small Group

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.

Boardwork

- Write the following on the board:

quit quiz

“Look at these words. What two letters do you see that might make the /kw/ sound?” q and u

- If children do not know the names of the letters, point under the letters and say the names for them.

“These words have the letter q, but they also have the letter u. This is something we haven’t talked about before.”

“We call this a combination. A combination is two letters that come together to make an unexpected sound.”

- Have children repeat the definition with you.

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 _____

V →

→ 1. _____ 2. _____ 3. _____

★ 4. _____

5. go

6. go

7. go

© Heinemann and Lorna Simmons

WORKSHEET 5

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. _____

2. _____

3. _____

4. go _____

5. go _____

© Heinemann and Lorna Simmons

PARENT/GUARDIAN NOTE
Your student learned the second vowel rule today. When a vowel does not have anything after it, the vowel is called "open," the vowel is long, and we code it with a macron. Example: gō. The rule is on their paper like this: $\bar{v} \rightarrow$.

Saxon Reading Foundations K **WORKSHEET 5**

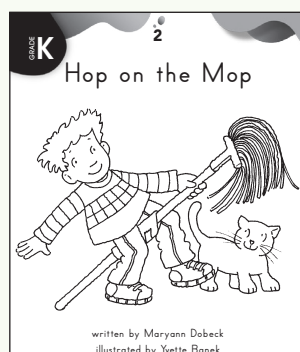
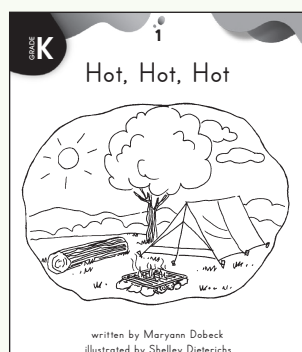
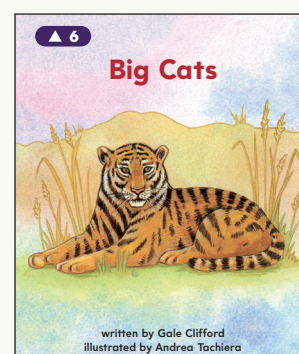
REASONS FOR HOMEWORK/EXTRA PRACTICE

- 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 connect the letter <i>o</i> with the sound /<i>ō</i>/, including children who show signs of dyslexia, have them use sign language to connect the letter to its sound.</p> <ul style="list-style-type: none"> Use the Oo Wall Card to review capital <i>O</i>, lowercase <i>o</i>, the /<i>ō</i>/ sound, and the keyword (octopus). Teach the ASL sign for <i>o</i>: Make an o-shape with your hand by touching your fingertips to the tip of your thumb. Then teach 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). Lead the children in chanting and signing “<i>O</i> is for octopus” several times. Say: “<i>Let’s practice this sound. Everybody say /ō/.</i>” Then say: “<i>When the doctor checks your throat, you open your mouth and say what?</i>” (/ō/) Invite children to pantomime this experience. Teach children the /<i>ō</i>/ hand sign. Open your mouth, bring your index finger to your mouth like a tongue depressor, and say /<i>ō</i>/. Lead children in chanting and signing “The <i>o</i> in octopus says /<i>ō</i>/” several times. | <p>For children who have begun writing letter <i>o</i> on their own, give them additional practice writing a letter when they hear its sound.</p> <ul style="list-style-type: none"> Divide the class into two teams, and have each team stand single file, two to four feet from the board. Say: “<i>Let’s play Sound Scamper. Does anyone know what the word scamper means?</i>” Demonstrate to define the word. Say: “<i>I’ll say the sound of a letter. The first person in each row should echo the sound and scamper to the board. As fast as you can, write and name the letter that makes that sound. Ready? /l/.</i>” Observe children carefully. Send children who write the correct letter independently to the end of their lines. Have children who copy another child’s answers take another turn immediately. If a child struggles to write a particular letter, have them watch and learn from another child who is writing the letter correctly before taking another turn. Alternate between the /<i>ō</i>/ and /<i>l</i>/ sounds as children take turns writing. Continue until all or most children are able to write the letters <i>l</i> and <i>o</i> independently. | <p>For children who have mastered connecting the /<i>ō</i>/ sound to the letter <i>o</i> and the /<i>l</i>/ sound to the letter <i>l</i>, extend their learning by having them identify which words begin with the /<i>ō</i>/ or /<i>l</i>/ sound.</p> <ul style="list-style-type: none"> In advance, make a list of words that begin with /<i>l</i>/ (such as <i>lake, lava, laundry, lizard, lock, and lunch</i>) and words that begin with /<i>ō</i>/ (such as <i>olive, octagon, on, ox, ocelot, omelet, and October</i>). Include about 15–30 words. Teach children the ASL hand sign for letter <i>l</i>: Hold up the index finger and thumb of one hand, making a capital <i>L</i>-shape. Then teach the ASL hand sign for letter <i>o</i>: Make an o-shape with your hand by touching your fingertips to the tip of your thumb. Have them practice making the signs. Say: “<i>When I say l, hold up the l sign. When I say o, hold up the o sign: L, O, L, O, O, L, O, L, L.</i>” Repeat, using the /<i>l</i>/ and /<i>ō</i>/ sounds. Read one word at a time from your list of words with initial /<i>l</i>/ and /<i>ō</i>/ sounds. Have children give the capital letter <i>L</i> sign for words that begin with /<i>l</i>/ and the letter <i>o</i> sign for words that begin with /<i>ō</i>/. |

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

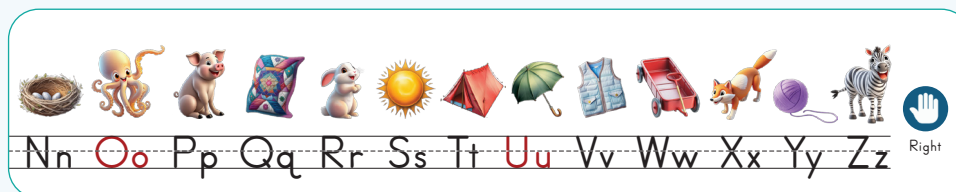
Tier 1

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

Small Group

Tier 1

Tier 2–3

OBJECTIVE

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

Phonological Awareness Activity

OBJECTIVE: To produce words that are the same and words that are different



“Let’s practice what we already know! I am going to say two words and then you will say the words. If the two words are the same, hold your thumbs up. If the two words are different, hold your thumbs down. The words are log, got. Yes! They are different, so they get a thumbs down. The next words are mom, mom. Yes! They are the same, so they get a thumbs up.”

“Let’s play Mystery Word to hear and say words that are the same and different.”

• I DO •

“Watch me. The first mystery word will be the word that is the same. Listen: red, red, pat. The mystery word is red because red and red are the same! I will do one more. This time the mystery word will be the word that is different. Listen: tap, tap, lot. The mystery word is lot because tap and lot are different!”

• WE DO •

“Let’s practice together now! The first mystery word will be the word that is the same. Listen: hot, lap, hot. Now let’s say the words together. Raise your hand when you hear the mystery word that is the same: hot, lap, hot. Now the mystery word will be the word that is different.”

REASONS FOR TEACHING PHONEMIC/PHONOLOGICAL AWARENESS

- Core skill necessary to learn to decode and encode
- Strengthens auditory processing part of the brain
- Children that develop these skills early are less likely to struggle later

★ Daily Letter and Sound Review

Whole-Group

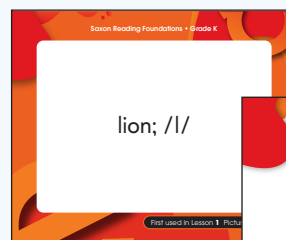
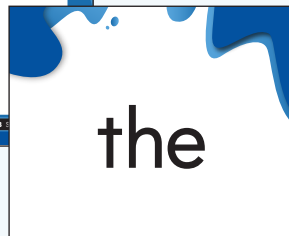
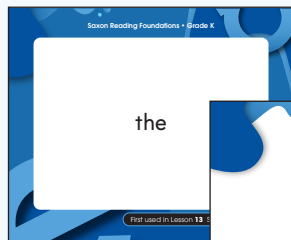
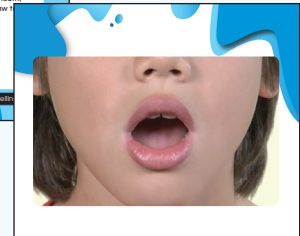
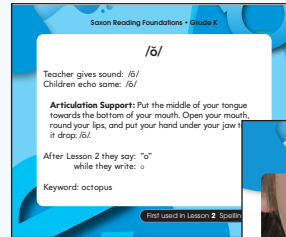
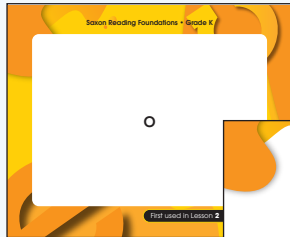
Tier 1, Recent Deck Cards

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 _____

Oo 

➔ 1. _____

★ 2. _____

3.

| | | | | | | |
|---|---|---|---|---|---|---|
| o | o | l | o | s | o | l |
|---|---|---|---|---|---|---|

4.

| | | | | | | |
|---|---|---|---|---|---|---|
| O | L | O | S | O | L | O |
|---|---|---|---|---|---|---|

© Heinemann and Lorna Simmons

Saxon Reading Foundations K _____ **WORKSHEET 2**

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

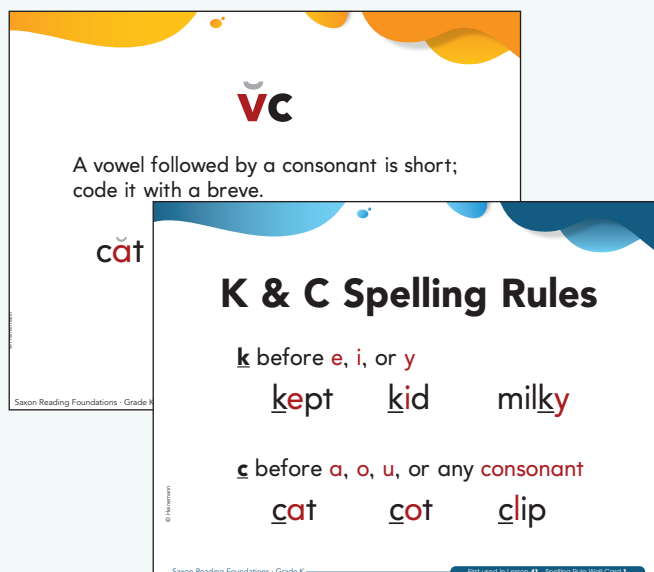
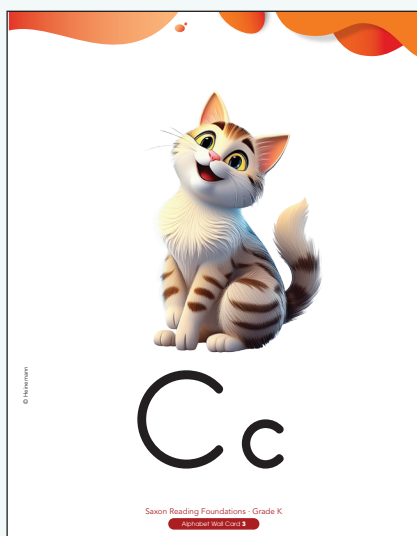
Whole-Group**Small Group**

Tier 1–2

Tier 3

OBJECTIVE

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

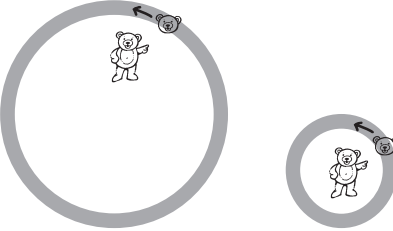
**REASONS FOR TEACHING HANDWRITING**

- 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

OBJECTIVE

Introduce the written form of the new letter.

Name _____



© Heinemann and Lorna Simmons

Handwriting practice lines for the letter 'O' and 'o'. The first row shows five uppercase 'O's on a three-line grid. The second row shows five lowercase 'o's on a three-line grid. The third row shows one uppercase 'O' and four lowercase 'o's on a three-line grid. The fourth row shows one uppercase 'O' and four lowercase 'o's on a three-line grid.

O Circle left, touch.
o Circle left, touch.

Saxon Reading Foundations K

HANDWRITING PRACTICE Oo

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

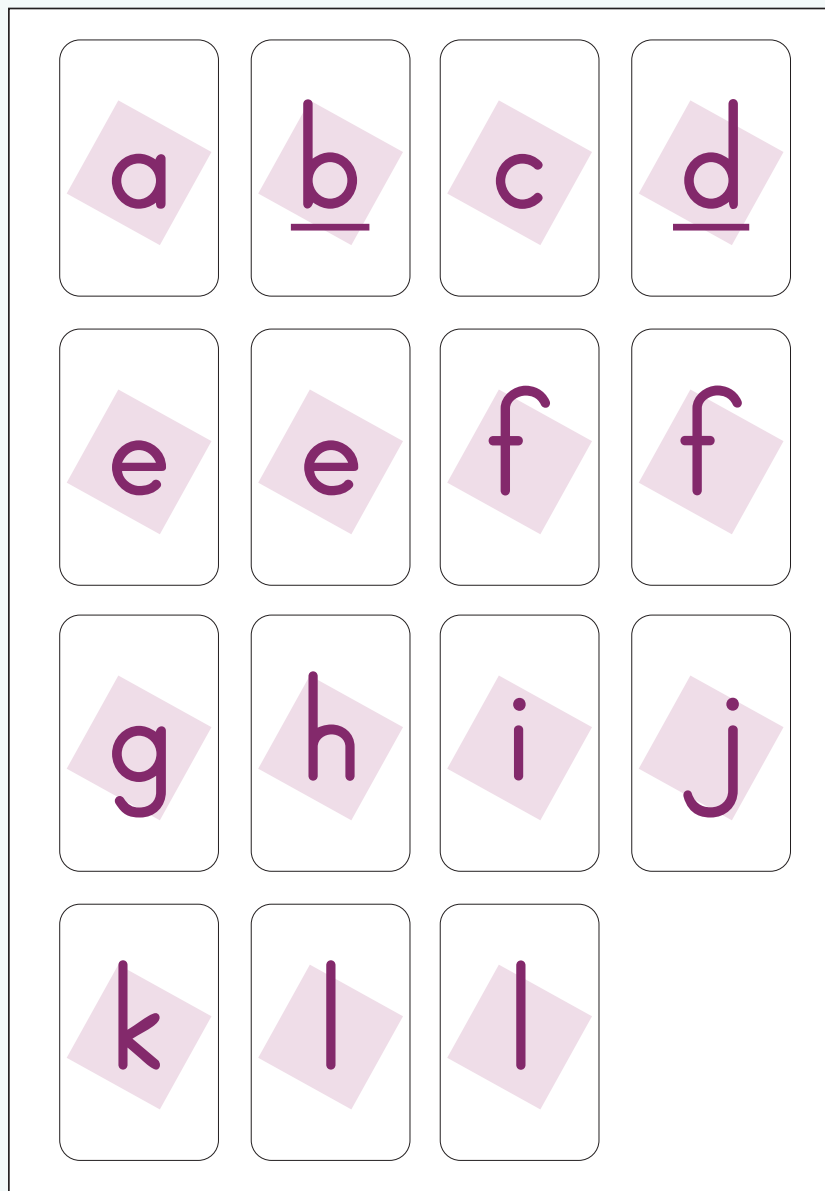
Small Group

Tier 1

Tier 2–3

OBJECTIVE

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



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

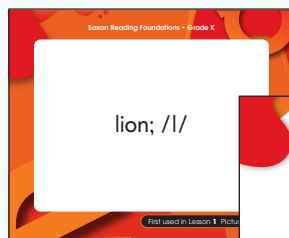
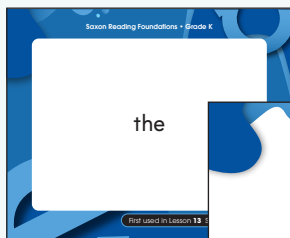
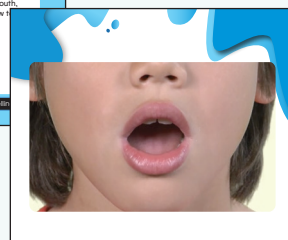
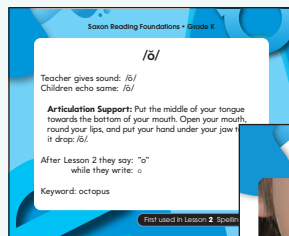
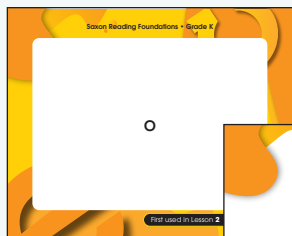
Small Group

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.

Boardwork

- Write the following on the board:

quit quiz

“Look at these words. What two letters do you see that might make the /kw/ sound?” q and u

- If children do not know the names of the letters, point under the letters and say the names for them.

“These words have the letter q, but they also have the letter u. This is something we haven’t talked about before.”

“We call this a combination. A combination is two letters that come together to make an unexpected sound.”

- Have children repeat the definition with you.

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.

© Heinemann and Lorna Simmons


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. _____




2. _____



3. _____

4. go

5. go



PARENT/GUARDIAN NOTE
Your student learned the second vowel rule today. When a vowel does not have anything after it, the vowel is called "open," the vowel is long, and we code it with a macron. Example: gō. The rule is on their paper like this: v →.

Saxon Reading Foundations K

WORKSHEET 5

© Heinemann and Lorna Simmons

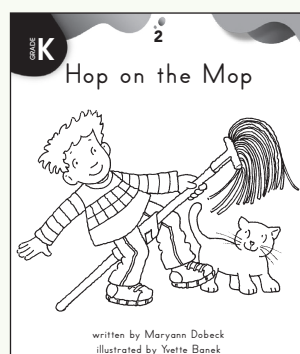
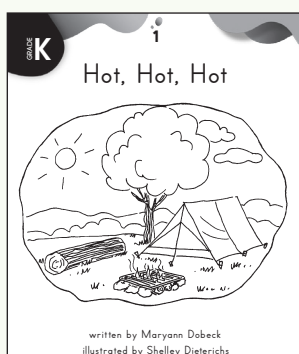
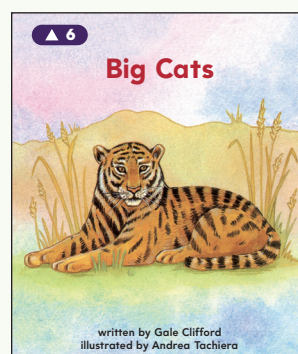
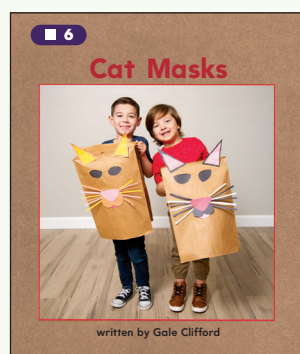
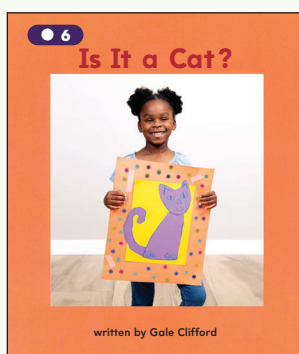
REASONS FOR HOMEWORK/EXTRA PRACTICE

- 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 connect the letter o with the sound /ō/, including children who show signs of dyslexia, have them use sign language to connect the letter to its sound.</p> <ul style="list-style-type: none"> Use the Oo Wall Card to review capital O, lowercase o, the /ō/ sound, and the keyword (octopus). Teach the ASL sign for o: Make an o-shape with your hand by touching your fingertips to the tip of your thumb. Then teach 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). Lead the children in chanting and signing "O is for octopus" several times. Say: "Let's practice this sound. Everybody say /ō/." Then say: "When the doctor checks your throat, you open your mouth and say what?" (/ō/) Invite children to pantomime this experience. Teach children the /ō/ hand sign. Open your mouth, bring your index finger to your mouth like a tongue depressor, and say /ō/. Lead children in chanting and signing "The o in octopus says /ō/." several times. | <p>For children who have begun writing letter o on their own, give them additional practice writing a letter when they hear its sound.</p> <ul style="list-style-type: none"> Divide the class into two teams, and have each team stand single file, two to four feet from the board. Say: "Let's play Sound Scamper. Does anyone know what the word scamper means?" Demonstrate to define the word. Say: "I'll say the sound of a letter. The first person in each row should echo the sound and scamper to the board. As fast as you can, write and name the letter that makes that sound. Ready? /l/." Observe children carefully. Send children who write the correct letter independently to the end of their lines. Have children who copy another child's answers take another turn immediately. If a child struggles to write a particular letter, have them watch and learn from another child who is writing the letter correctly before taking another turn. Alternate between the /ō/ and /l/ sounds as children take turns writing. Continue until all or most children are able to write the letters l and o independently. | <p>For children who have mastered connecting the /ō/ sound to the letter o and the /l/ sound to the letter l, extend their learning by having them identify which words begin with the /ō/ or /l/ sound.</p> <ul style="list-style-type: none"> In advance, make a list of words that begin with /l/ (such as lake, lava, laundry, lizard, lock, and lunch) and words that begin with /ō/ (such as olive, octagon, on, ox, ocelot, omelet, and October). Include about 15–30 words. Teach children the ASL hand sign for letter l: Hold up the index finger and thumb of one hand, making a capital L-shape. Then teach the ASL hand sign for letter o: Make an o-shape with your hand by touching your fingertips to the tip of your thumb. Have them practice making the signs. Say: "When I say l, hold up the l sign. When I say o, hold up the o sign: L, O, L, O, O, L, O, L, L." Repeat, using the /l/ and /ō/ sounds. Read one word at a time from your list of words with initial /l/ and /ō/ sounds. Have children give the capital letter L sign for words that begin with /l/ and the letter o sign for words that begin with /ō/. |

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.