



Instructional Overview

Grade 1



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INSTRUCTIONAL OVERVIEW



About Saxon Reading Foundations 1

Saxon Reading Foundations 1 is designed to enable children to develop a solid foundation in phonics and thus become successful readers and spellers. The program is built on a philosophy of incremental development and continual review—new learning is presented in small increments that are reviewed daily across the entire year. This method of reinforcement provides children with the practice they need to achieve success. In addition to lessons, a variety of teaching resources, classroom materials, and student materials support systematic, incremental teaching, and daily review and practice.

Program Components

The following provides an overview of the teacher materials, classroom materials, and student materials provided in *Saxon Reading Foundations 1*.

Teacher Materials

Teacher's Manuals

The **Teacher's Manual** is organized into two volumes, which contain the Grade 1 Scope and Sequence and the 140 *Saxon Reading Foundations 1* lessons. All 140 lessons are thoughtfully planned and include model dialogue, ensuring clear, well-paced instruction. These lessons are systematically built on each other, so it is important to teach each lesson in the sequence in which they are provided.

Teacher's Assessment Workbook

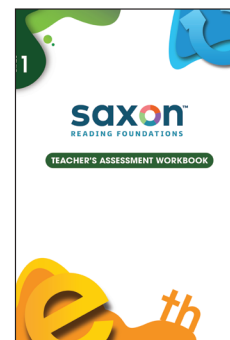
The **Teacher's Assessment Workbook** houses recording forms for individual assessments and tools to guide you in administering and using the assessments. You will have an assessment workbook for each student, so results can serve as a record of student performance across the year and create paths for further instruction. Appropriate remediation activities are included.


Instruction Guides

All of the instruction guides listed below can be found on Flight.

Fluency Instruction Guide

The **Fluency Instruction Guide** provides guidance for teaching fluency,





including modeling fluent reading, guiding children through repeated readings, and providing opportunities for independent reading. Instruction is also included for administering assessments and tracking progress. Finally, tips for at-home support are provided.

Handwriting Instruction Guide

The **Handwriting Instruction Guide** provides explicit and differentiated instruction in letter formation pathways that support and directly align with reading and spelling instruction. In *Saxon Reading Foundations 1*, the teacher determines the choice of handwriting style. Although there may be disagreement about the appropriate style of handwriting to teach in first grade, this program accommodates most ideologies.

Speaking and Listening Guide

The **Speaking and Listening Guide** is a supplementary resource that supports children in developing good speaking and listening skills. This guide will help children develop skills like active listening, asking relevant questions, following oral directions, taking turns during a discussion, and speaking clearly when sharing or answering questions. This guide offers activities that can be done independently of regular lesson instruction, as well as tips for implementing these techniques during each part of daily Saxon instruction. The **Listening, Speaking, and Discussion Skills Assessment Rubric** is included to help you monitor children's growth throughout the year. You can also work with children to set goals and have them use the **Child Self-Assessment Card** to monitor their own progress.

Resources for Differentiation Guide

The **Resources for Differentiation Guide** offers a wide variety of information and instruction tips for meeting the needs of various learners, as well as differentiated activities and games.

Resources to Support Multilingual Learners Guide

The **Resources to Support Multilingual Learners Guide** takes a strengths-based approach and provides information regarding stages of language acquisition, understanding students' needs, and building cross-linguistic connections. This guide also highlights features of various languages to support you in understanding students' existing knowledge and predicting individual students' possible challenges to best support their acquisition of English.

Reading and Spelling Word Lists

The **Reading Word List** is a teacher-reference tool that provides words that most first-graders will be able to read as they progress through *Saxon Reading Foundations 1*; the **Spelling Word List** is also a teacher-reference tool that consists of words that most first-graders will be able to spell. Words are arranged in the order that the letters/letter clusters, sounds, and other concepts are introduced; lesson numbers indicate the lesson during or after which individual words may be used. Sight words and other high-frequency words are included. Available on Flight, these lists can be used to quickly select appropriate words for extra boardwork, homework, games, remediation, or other activities.

Classroom Materials

Review Decks

Saxon Reading Foundations 1 includes several decks of cards used to review concepts taught across the year. These individual decks of cards—the **Letter Deck**, **Picture Deck**, **Spelling Deck**, **Sight Word Deck**, **Affix Deck**, and **Alphabet/Accent Deck**—make up the **Review Deck**. Cards from these individual decks are introduced once the content on each card has been taught and then are used for daily review. The cards are carefully sequenced and organized for incremental development and continual review. The lesson number on each card indicates when its concept is taught.

The **Review Decks** should be used only during teacher-directed activities; they are not intended for independent use by children. However, children often enjoy the deck activities within lessons as games. Here are some important tips for using these cards:

- Add only the cards from each individual deck as indicated in each lesson to ensure you are supporting students in reviewing only those concepts that have already been taught.
- As you review, keep the cards from each individual deck together—show all of the cards from one deck before showing and reviewing cards from another deck. The sequence in which the decks should be shown will be indicated in the lessons. Use the dividers and title cards provided with the storage container to keep the decks separated and well-organized.
- As you turn through the individual decks, show the cards in random order each day to prevent children from memorizing their responses. Every deck except the **Picture Deck** should be shuffled before being reviewed.

Letter Deck



Picture Deck



Letter Deck

Letter Cards review each letter/letter cluster taught, helping children learn the letter names and recognize letters/letter clusters in print.

Picture Deck

Picture Cards feature illustrations that represent keywords, which are used to remind children of specific letter sounds. Within the **Picture Deck** only, any cards that contain the same letter or letter cluster should always remain together. Some of these cards must also be shown in a particular sequence. Required sequences are indicated in the lessons and on the cards themselves. The cards affected are listed below.

2, 3	(short and long sounds of o)
6, 7	(short and long sounds of i)
9, 10, 65, 89	(short, long, schwa, and /ō/ sounds of a)
12, 13	(unvoiced and voiced sounds of s)
17, 80	(hard and soft sounds of g)
20, 63	(hard and soft sounds of c)
23, 24	(short and long sounds of e)
26, 27	(voiced and unvoiced <i>digraph th</i>)
30, 31	(short and long sounds of u)
41, 42	(two sounds of <i>digraph oo</i>)
51, 52	(two sounds of vowel y)
64, 74	(two sounds of <i>digraph/diphthong ow</i>)
66, 67, 68	(three sounds of <i>digraph ea</i>)
86, 87	(two sounds of <i>digraph ie</i>)
90, 91	(two sounds of <i>digraph ei</i>)

The **Picture Deck** should be rearranged every day as you review it. Make two discard piles and alternate between them until you reach a group of cards that must remain together. Place these cards together on one of the discard piles—it does not matter which one. When you complete the deck, stack one pile on top of the other; the deck is now ready for the next day's review.

Spelling Deck

Spelling Cards teach regular spelling patterns for common sounds. Each **Spelling Card** includes an Articulation Support photo of a child modeling the mouth position for the sound featured on the card, along with text instruction about how children should position their mouths to produce and properly articulate each sound.

Spelling Deck



When you review these cards, it is important to walk around the room as children work so you can have them correct any wrong answers as soon as possible. (The more often children see sounds and words spelled correctly, the more likely they will be to spell them correctly. By the same token, if children see misspellings, they will be more likely to repeat them.) By examining children's papers, you can determine which responses they have mastered and which need more review.

Sight Word Deck

Sight Word Cards are used to review some common words that do not follow the phonics rules. You will use these cards to teach students individual sight words and to have students read these words. Then you will hide the word card and have them practice spelling the word.

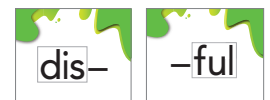
Sight Word Deck



Affix Deck

Affix Cards review prefixes and suffixes, enhancing vocabulary and comprehension.

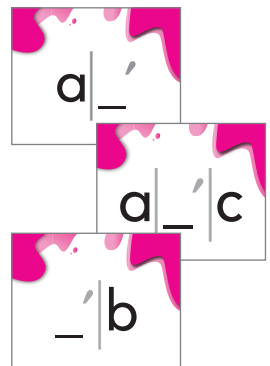
Affix Deck



Alphabet/Accent Deck

In addition to the decks mentioned above, this additional **Review Deck** allows children to practice accenting without having to sound out new words. These cards use small alphabet sequences, so they also help reinforce alphabetical order.

Alphabet/Accent Deck



Retiring Deck Cards

As the school year progresses and children master the easier letters and sounds, individual cards may be retired—that is, removed and placed in a separate card deck to be reviewed once a week. Be sure to follow these rules for retiring deck cards:

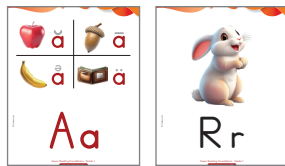
- Do not retire any card until instructed to do so in a lesson.
- Do not retire any card until every child has mastered it. If new children join the class after cards have been retired, consider bringing those cards back into the active decks until the new children are able to catch up with the rest of the class.
- Never retire the vowel cards, including vowel y. It is also recommended that the affix cards not be retired. Because much of the **Spelling Deck** review is built into the individual lessons, there is no need to retire **Spelling Cards**.
- Do not retire any cards that are part of a set until all cards in the set are mastered (e.g., the two *digraph th* **Picture Cards**).
- Continually monitor children's progress. If children seem to be missing concepts on cards that have been retired, move those cards back into the active deck(s).

Kid Cards



Six Kid Card Decks—**Orange Letter Cards**, **Red Picture Cards**, **Purple Word Cards** (which match the red picture cards), **Green Action Cards**, **Pink Blend Cards**, and **Blue Matching Word Cards**—are used by students to play games that support them in reviewing letter names, sounds, keywords, blending, rhyming, and spelling. As with the **Review Decks**, children should use only those cards containing concepts they have been taught. The lesson number on each card indicates when the card is introduced. The six decks come with their own storage container, a set of dividers, and white place markers. Use the dividers to separate the decks and the place markers to designate which cards may be practiced and which have yet to be introduced.

See the “Assessment, Grading, and Remediation” section of this **Instructional Overview** for more detailed information about the use of these cards as a teaching and learning tool. The **Resources for Differentiation Guide** on Flight also provides suggestions for games of varying difficulty levels that children can play using these cards in small groups.



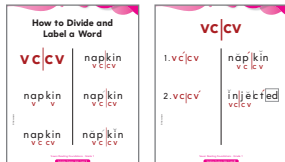
Wall Cards and Posters

Several kinds of **Wall Cards** and **Posters**, used for teaching and reviewing letters and rules, are intended for classroom display.



Alphabet Wall Cards

Twenty-six wall cards, which feature the letters of the alphabet and keyword illustrations, help children remember the sound and shape of every letter. Vowels appear in red and consonants in black to remind children of the two kinds of letters that make up the alphabet.



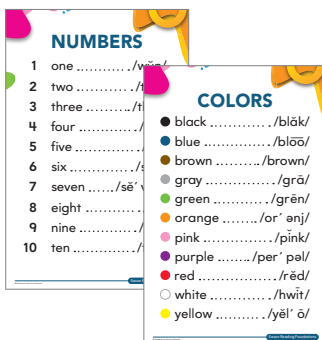
Syllable Division Wall Cards

These classroom materials outline the procedures for dividing words into syllables to make them easier to decode and read.



Vowel Rule Wall Cards

A set of four wall cards explains the rules for coding vowels.



Spelling Rule Wall Cards

Spelling Rule Wall Cards explain rules for spelling specific sounds.

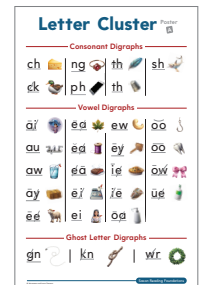
Colors and Numbers Posters

The **Colors Poster** lists the names and pronunciations and gives examples of 11 colors. The **Numbers Poster** lists the numerals, number words, and pronunciations for numbers one through ten. Together, these posters are a convenient reference tool that helps children

connect important colors and numbers to their written names and correct spellings.

Letter Cluster Posters

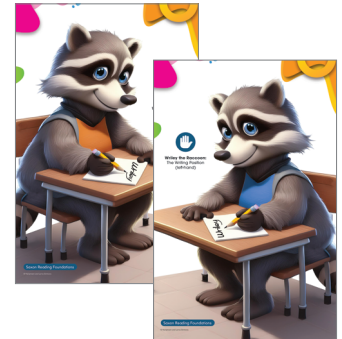
Two **Letter Cluster Posters** clearly display all of the letter clusters taught. Keyword illustrations appear beside the appropriate letter clusters to remind children of the letter clusters' specific sounds.



Letter Cluster			
Consonant Digraphs			
ch	ng	th	sh
ck	ph	th	
Vowel Digraphs			
ai	ea	ew	oo
ou	ed	ey	oo
ow	ea	ig	ow
oy	ei	ie	ue
ed	ei	oa	
Ghost Letter Digraphs			
gn	kn	wr	

Wriley Posters

Two posters show Wriley the Raccoon demonstrating the proper position and posture (or “writing position”) for both right-handed and left-handed children.



Student Materials

Student Workbooks

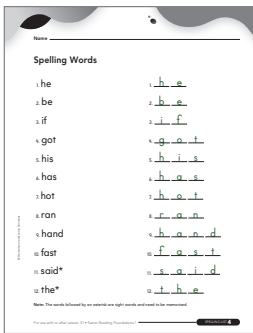
Each child is provided with three **Student Workbooks** that include worksheets for students to complete in class. These worksheets contain a variety of exercises that reinforce new learning, review previously taught material, and serve as tools for tracking student progress. Most provide lines for reviewing the spelling sounds indicated in the lessons. (If you choose to review the entire **Spelling Deck**, have children use their own paper.) Most worksheets also include a spelling word review, spelling application of the newly introduced concepts, and words for coding and reading practice. (The first five words of the coding and reading practice always emphasize the lesson's new increment, while the second five serve primarily as review.)

On the back of each worksheet is a page of homework, which may be completed in class if time permits. The homework side often features lines for handwriting practice, sentences or paragraphs for reading, questions that check comprehension, matching activities for letter and sound recognition, a High-Frequency Word Box, and a brief note to parents and guardians summarizing what their student learned that day.

Homework activities allow children to apply at home what they are learning at school. As lessons progress, children will have opportunities to read passages and answer questions about them. These questions, ranging from fill-in-the-blank to multiple-choice, expose children to the different formats they will likely encounter on standardized tests. In most cases, coding is not required; in fact, children should code only those words necessary to help them read.

Because they are designed to be part of the initial learning experience and not a reflection of what children have mastered, worksheets should never be graded. However, be sure to check each child's worksheet and have them correct any errors before you send it home.

Spelling Word Lists



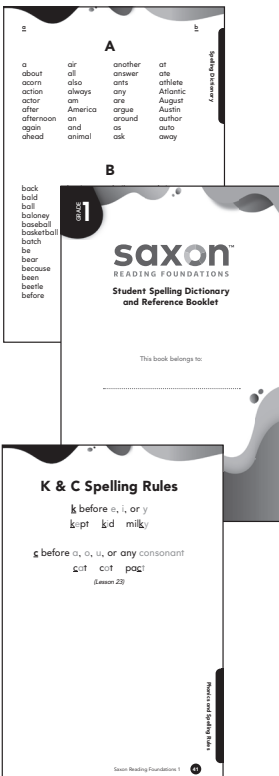
Spelling Word Lists

Although most spelling instruction takes place during class, weekly spelling word lists are provided in the **Student Workbooks** for children to take home to practice. Each list consists of high-frequency words that contain only the letters and sounds children have learned. Lists are distributed and practiced in class before children take them home to study for an end-of-week test, also provided in the **Student Workbooks**.

Dictation sentences with handwriting lines are also included on each list. The number of sentences increases throughout the year, as do their length and complexity. Because the sentences use only those letters and sounds that have been taught, some children might be able to spell every sentence on the list. Others might not be ready for this challenge. Delay using the dictation sentences with students who require more support until they have had more review of those concepts that cause them difficulty. Then, as they gain confidence and become more proficient, choose one or two sentences from previously introduced lists for practice. As always, use your discretion to determine the best way to meet the needs of your class.

Depending on how lessons align with the weekly schedule across the school year, those lessons that introduce spelling lists may not fall at the beginning of the week. You can distribute spelling lists at intervals that make sense for you and your students' parents or guardians. Take care to distribute each spelling list only after you have taught all the concepts the list covers.

Student Spelling Dictionary and Reference Booklet



Student Spelling Dictionary and Reference Booklet

Each child will receive a **Student Spelling Dictionary and Reference Booklet** to use as an at-desk resource. The booklet is divided into four sections. The first section contains a spelling dictionary, which provides an alphabetized list of words children may frequently use for writing or spelling activities. Although children will be able to read many of the words included by the end of the year, the list is neither comprehensive nor fully decodable.

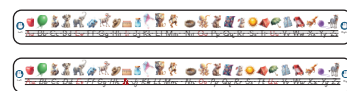
The booklet's remaining three sections contain a list of irregular spelling words organized by sound; a pronunciation guide with an alphabetized sight word list and information from the **Numbers and Colors Posters**; and the vowel, spelling, and syllable division rules.

Allow children to use their booklets at any time, even during spelling tests and assessments. Looking up rules or spellings instead of guessing fosters good study habits and ensures that children apply the correct information. Children should keep their booklets in an easily accessible location.

Alphabet Handwriting Strips

Each child is given an **Alphabet Handwriting Strip**, featuring the alphabet in both Saxon block-style and continuous stroke-style lettering, which should be available to children for all lesson activities. Vowels appear in red and consonants in black to help children distinguish between the two. The strips feature the keyword illustration that corresponds to the most common sound of each letter. They also display illustrations of a right hand and a left hand for orientation. To reduce wear and tear and to ensure children always use the correct side, you may choose to laminate these strips, preferred side up, onto children's desks with a long piece of clear packing tape or onto a strip of sturdy cardboard for convenient storage. If you choose not to tape the **Alphabet Handwriting Strips** onto children's desks, establish a procedure for distributing and collecting the strips each day they're used.

Alphabet Handwriting Strips

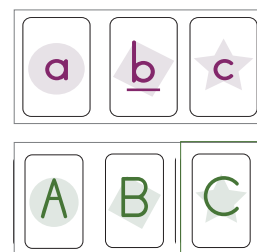


Letter Tiles

A set of 32 **Letter Tiles** is provided for each child. They feature green capital letters on one side and purple lowercase letters on the other, to help children distinguish between the two letter forms. Each set also features one of four background patterns—stars, circles, squares, or triangles—to prevent mix-ups when children work in small groups.

Children will use their tiles to practice spelling, alphabetizing, and letter recognition. Tiles are distributed as letters are taught so that children work with only those letters they have learned. Duplicate e, f, l, o, and s tiles are provided so children can spell words containing more than one of any of these letters. A blank tile is also provided.

Letter Tiles



Decodable Readers

Across the year, each child will receive 52 **Decodable Readers** intended to help them practice basic reading concepts. These fiction and nonfiction stories are controlled texts: they use only those letters/letter clusters, sounds, and sight words that children have learned. Complexity of the language used in the readers increases as children learn more concepts. Beginning in Lesson 12, **Decodable Readers** are introduced twice a week. Lessons include instruction for teaching print awareness and previewing story vocabulary. The inside back cover of each text includes questions you can read aloud to children to check their understanding of the text.

Decodable Readers are first introduced to and read by children in a whole-group or small-group setting, but they are meant to be read independently after to prevent children from memorizing words or mimicking others. It is important that children read these stories to you in an area where others cannot overhear; separate fluency readers are provided for repeated reading and group activities. Once a child is able

Decodable Readers



to read a decodable reader easily, send it home for the child to keep, and encourage parents and guardians to use the readers to practice with children.

Because most guardians will expect their student to be able to read any readers that come home, only send home a reader with a student once you know they can read it successfully. If you determine that a student is not ready to do so, save the reader until the student has had more practice and review. When you determine that they are prepared, reintroduce the readers in the order in which they were initially distributed. This ensures that students will be reading words with the letters and sounds they have been practicing the longest.

Fluency Readers

The **Fluency Readers** may be read independently or in small groups. They provide explicit, systematic practice to help children develop reading fluency. Fluency lessons include instruction for teaching print awareness, previewing story vocabulary, and checking children's understanding.

Beginning in Lesson 15, **Fluency Readers** are introduced weekly and may be read independently or in small groups. These readers come in three distinct reading levels (Level A, Level B, and Level C) that allow children to practice reading at their independent reading level. All levels of each fluency reader discuss the same theme, but they have differences in sentence complexity, syntax, and number of words per page. Understanding the specific differences between the levels can help you meet the individual needs of the children in your class.

Level A Fluency Readers

Written to include many of the same high-frequency words and concepts as the Level B readers, these readers have simpler sentences and fewer words per page, making them more accessible to children who need extra support. Two sets are provided.

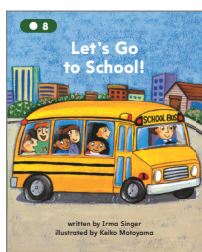
Level B Fluency Readers

These readers incorporate syntax, sentence lengths, and total word counts that most first-graders will find accessible. They are designed to provide engaging grade-level content that the majority of children can read confidently and successfully. Four sets are provided.

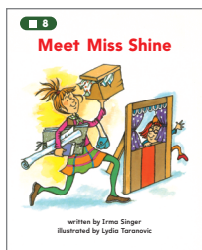
Level C Fluency Readers

Designed to match the independent reading level of children with advanced reading skills, these readers contain more challenging text: longer sentences, significantly higher word counts, and more complex syntax. Two sets are provided.

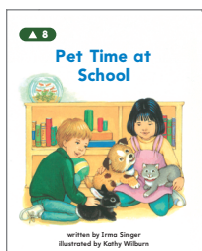
Level A Fluency Reader



Level B Fluency Reader



Level C Fluency Reader




Fluency Word Lists

To improve children's word-recognition skills and to facilitate fluent reading, **Fluency Word Lists** promote automaticity with high-frequency words. Found on Flight, each list corresponds to a set of **Fluency Readers** and may be reproduced and used as often as necessary in whole-class, small-group, or tutorial settings. They may also be sent home for children to practice reading to parents and guardians.

Fluency Passages

Fluency Passages feature short excerpts from the **Fluency Readers**. Found on Flight, they can be used throughout the year to provide focused practice with reading prosody and expression.

 **NOTE:** Refer to the **Fluency Instruction Guide** for information about methods for teaching, practicing, and assessing reading fluency using the **Fluency Readers**, **Fluency Word Lists**, and **Fluency Passages** available with the program.

Handwriting Practice

Saxon Reading Foundations 1 includes handwriting instruction to support students with letter formation pathways that support students' development with spelling and writing. To help you introduce first-graders to various handwriting and reading concepts, see the **Handwriting Instruction Guide** on Flight for use in conjunction with the different kinds of handwriting practice pages. Designed to accommodate children's different learning needs, these may be reproduced and used as often as necessary to foster children's success. *Saxon Reading Foundations 1* uses block-style letters to ensure children rarely have to lift their pencils off the paper (thereby losing their spatial orientation) before completing a letter.

Two kinds of handwriting practice pages are provided on Flight. **Handwriting Practice** pages give children opportunities to practice forming capital and lowercase letters. **Sight Word Practice** pages reinforce the correct spellings and recognition of those nonphonetic words.

Color Words Practice

In addition to the **Colors Poster** you'll display for children, you'll find **Color Words Practices** on Flight that provide extra practice in connecting colors to their written names. You can use these practice sheets at any time in the year as an engaging reinforcement tool. Remind children to refer to the **Colors Poster** if they need help.

Program Implementation

When to Begin the Program

Saxon Reading Foundations 1 provides an assessment to administer to all students before beginning instruction. The Beginning of Year (BOY) **Phonics Assessment** is a diagnostic tool meant to gather baseline information regarding each child's foundational knowledge so that, once you begin teaching lessons, you can more accurately and specifically monitor students' progress and tailor your instruction accordingly. For more information about how to administer this assessment and interpret student results, see the **Phonics Assessment** in the **Teacher's Assessment Workbook**.

You may also want to administer the **Phonological/Phonemic Awareness Preassessment** found on Flight that will help you determine children's levels of phonological and phonemic awareness.

Following the Scope and Sequence

Lessons are designed and progress in an intentional order. Do not skip or change the order of lessons. Keep in mind that children are not expected to master each new concept on the day it is introduced. Mastery is achieved through practice.

Ideally, five lessons (four lessons and an assessment) should be completed each week. It's usually best to teach one lesson per day, using the suggested reinforcement activities to strengthen weak areas. The fifth day of the week (assessment day) may also be used to reteach a difficult lesson, remediate, or meet special school-district objectives. You might find it necessary, however, to adjust the pace of the program.

TO SLOW THE PACE:

- Present new material only when you have a full week (five school days) in which to do so.
- During the short weeks (four or fewer school days), review previously taught information and play games to reinforce weak skills. See the **Resources for Differentiation Guide** for specific information.

TO ACCELERATE THE PACE:

- Teach two lessons at once by combining the Lesson Warm-Up from one lesson with the New Increments from both. This is best accomplished with two lessons whose new concepts are similar, such as two new consonants. Children may then complete the entire worksheet from the second lesson or only the front sides of both worksheets.
- Although two lessons may be combined as one, **never skip an entire lesson** in order to accelerate the pace.

Meeting a Range of Students' Needs

Differentiating Instruction

It is important to differentiate instruction in order to accommodate the needs of individual children. Below are some suggestions for how to do so within the program.

- Allow children who can read easily and independently to do so, providing additional reading material, such as appropriate-leveled **Fluency Readers**, as necessary. These children may also complete the worksheets independently. On-level learners can be guided through the reading and complete the worksheets together with the class. Children who need additional support can be read to and receive assistance for the worksheets individually, but they should continue to participate in all activities so that they are presented with the same vocabulary and concepts as their peers. Thus, as their reading skills improve, other areas of learning will not be neglected.
- The Options for Differentiation activities at the end of many lessons are designed to support children at three levels. Integrate these activities into your classroom routines when possible. Work with one of the groups while the rest of the class is otherwise occupied, such as during center time or when children are reading their **Fluency Readers**.
- To differentiate support even further, refer to the **Resources for Differentiation Guide** on Flight. This resource provides activities of varying difficulty levels perfect for children to play in small groups organized by skill level.
- Invite children to read their **Fluency Readers** to the rest of the class. Allow several days and repeated readings for children to develop fluency.
- Designate one or more children at each reading level to summarize their reader. To ensure participation, children may develop and review their summaries with a partner or with the other children reading at the same level.
- Give children a drawing assignment connected to what they have read. For example, ask them to draw a picture of one of the scenes from their book. They can share their work with their group or the class.
- As children's reading skills improve, encourage those reading the Level A or Level B readers to read a more advanced level of a previously introduced reader that matches their independent reading level.
- After reading their **Decodable** or **Fluency Readers**, ask children to share, either within their small groups or with the entire class, any experiences they have had that are similar to those in their readers.

Introduce other books that relate to the story children are reading to show how others handle similar experiences or to broaden knowledge on a particular topic.

- Place children into small groups in which they can take turns reading aloud. Reading aloud in a small-group atmosphere is less intimidating to struggling readers than reading to the entire class.
- Have read-alouds in which all children in a small group or the entire class read a particular reader simultaneously. This method, used occasionally, can be especially beneficial to struggling readers, as they can less conspicuously learn from their peers.
- For a smaller-group activity, pair children and have them take turns reading to each other.

Multilingual Learner Support

The beginning of every lesson includes **Multilingual Learner Support** tips to support teaching a wide range of multilingual learners appropriately. These helpful strategies or activities can be incorporated into your teaching to ensure multilingual learners can access lesson content and practice skills. For more information, see the **Resources to Support Multilingual Learners Guide** on Flight.

Controlled Vocabulary and Reading Practice

A controlled vocabulary is used throughout this program. Children read only those words containing letters/letter clusters, sounds, and syllable division patterns that have been taught. This provides immediate reinforcement of concepts learned and ensures that children experience continued success as they learn to read. Although they will gradually transfer their newly acquired skills to other reading material, it is best to focus children's independent reading on the controlled texts provided until they have mastered some basic decoding skills. These texts will gradually increase in length and difficulty.

The words and passages on worksheets and in readers serve several purposes: (1) they help improve children's reading fluency; (2) they help you evaluate how well children apply concepts they learned in class; and (3) they help you determine whether children understand what they read. The worksheets and readers also contain questions designed to test comprehension, to provide writing practice, and to expose children to a standardized testing format.

In order for this program to work effectively, children should be given the opportunity to read aloud to someone every day. Children may read from the worksheets (including the High-Frequency Word

Box), a controlled reader, or **Fluency Word Lists** and **Passages**. Always allow them to refer to the **Wall Cards** or their **Reference Booklets** for help.

Role of Literature

Children should be provided numerous opportunities to experience the rhythm of language, enrich their vocabularies, and develop a love for reading. For these reasons, reading authentic literature to children is strongly recommended. Literature will introduce them to rich vocabulary, syntax, and themes and will also help them make a smooth transition from learning and applying decoding skills to reading for meaning and pleasure.

Coding

Coding is one tool used to help create successful readers. Children are taught how to code words by marking common vowel patterns and letter clusters, which helps them identify the sound of each letter/letter cluster and thus read the words. This method gives children the ability to approach new words confidently.

Most worksheets and assessments contain lists of words for children to code and read. As children review and master phonetic concepts, they might not need to code every word in order to read it. Therefore, children should use coding as a tool only until the phonetic principles become automatic for them. The overall goal is to teach children how to read; coding is simply a tool that helps them achieve that end.

Coding and pronunciation charts are included for your reference at the end of this **Instructional Overview**.



NOTE: *The phonetic spellings used in Saxon Reading Foundations 1 follow the coding rules taught in this program. Dictionaries sometimes differ in the coding used to indicate pronunciation, so you might notice minor discrepancies between this program's phonetic spellings and those found in your dictionary of choice. The coding and phonetic spellings used in the program reflect a standard pronunciation. Although they will apply to many regional dialects, some coding might cause confusion for your class. If so, consider adjusting it when necessary to reflect the pronunciation in your area.*

Spelling

By learning the most common ways to spell specific sounds, children can successfully spell all words with regular spelling patterns and are not limited to merely memorizing words. A series of short, simple

rules explaining typical spelling patterns will be taught and continually reviewed. Each spelling rule is posted on a **Wall Card** and listed in the **Student Spelling Dictionary and Reference Booklet** for children to refer to when needed. Words that do not follow the spelling rules, called *sight words* and *irregular spelling words*, are also taught and practiced. These words are listed in the reference booklet for quick, easy access.

Some tips for ensuring student success include:

- Review any applicable spelling rules before children spell words.
- Make sure children know where to find spelling rules.
- Provide definitions or use words in sentences when necessary.
- Give children sufficient time to attempt spelling words independently. Then unblend each word so that children can distinctly hear and spell each sound.
- Spell each word aloud after children have had time to write it so that they can check and correct their work immediately.
- Allow children to refer to the wall cards or their reference booklets at any time.

Classroom Management

Teaching a lesson (which includes the Lesson Warm-Up, New Increment, and boardwork activities) should take 20–30 minutes. If you sense that a lesson has exceeded children’s attention span, stop the lesson and continue it later in the day. Other lesson elements (including worksheets, decodable readers, classroom and fluency practice, and assessments) require additional time.

Although all components are arranged to flow directly from one to the next, each may be done in isolation. If you must streamline the lesson to complete it in the time allowed, you may occasionally move the alphabet activity to another time of day, or you may skip it entirely. Although you should never skip the phonological/phonemic awareness activity, you may move it to a more convenient time of day. If you do so, begin the lesson with the Daily Letter and Sound Review section.

Time-Saving Tips

Establish expectations and routines (such as how to use and care for materials, follow directions, work cooperatively, and listen to others) early in the year to help children transition smoothly from one lesson’s activity to another. Providing children with a clear idea of what is expected is an essential element for teaching the program.

Specific classroom management strategies are embedded in the lessons to help you maximize children’s time on task. The following are additional tips to help you save time in the classroom.

- › Before teaching a lesson, read through the script once to make sure you understand what is being taught. Avoid lengthy explanations and do not expect every child to completely understand a concept the first time it is presented. Understanding comes with practice.
- › When reviewing the decks, keep the pace moving by showing the cards as quickly as children can identify them. This review occurs daily, so it is not necessary that every child recognize every card the first (or even the second or third) time it is shown. Children will be given enough exposure and practice throughout the year to master the concepts on each card.
- › If you have children for whom writing is very difficult, have them manipulate **Letter Tiles** during appropriate activities.
- › Help children so they do not get bogged down on particular words. The ultimate goal is reading, not coding, so be more concerned about children who cannot read than about those who can read but do not always code perfectly.
- › To maximize classroom time and coordinate the three levels of **Fluency Readers**, introduce the common theme to the entire class as directed in the lesson. Review vocabulary and print awareness concepts that might be new to children. Then have children practice fluency with their readers, using any of the activities suggested in the **Fluency Instruction Guide**.
- › Make use of transition time. When children are standing in line, for example, ask quick questions: "What letter did we learn today? What sound(s) does it make?" "Tell me a word that begins with the letter *f*." "Look around. Do you see anything that begins with /m/?" "Tell me a two- (or three-) syllable word."
- › Capitalize on opportunities to reinforce coding/reading skills. For instance, rather than simply defining new vocabulary, code new words on the board and help children sound them out. Of course, this will be limited by the extent of children's current knowledge, but even the simplest coding (and your assistance) encourages children to attempt pronunciation. Conduct oral assessments with children individually while the rest of the class works independently to complete other assignments.
- › Be strategic in engaging students who need the most practice with a concept or skill. When teaching, direct questions to children you know need more practice. Be on the lookout for other opportunities that present themselves outside of whole-class, small-group, or individual instruction time, such as while walking to different classes, while waiting in line, or during recess.

Lesson Organization

The screenshot shows a lesson page titled "The Letter W" with a green header and a large green circle containing the number "38" labeled "LESSON". The page is divided into sections: "NEW CONCEPTS", "LESSON PREPARATION", "MATERIALS", "BEFORE CLASS", and "MULTILINGUAL LEARNER SUPPORT".

Annotation 1: Points to the "LESSON PREPARATION" section, which includes a list of materials and a "BEFORE CLASS" section.

Annotation 2: Points to the "MULTILINGUAL LEARNER SUPPORT" section, which includes a "SUPPORT ARTICULATION" tip and a small image of a person's mouth.

LESSON 38

The Letter W

NEW CONCEPTS

- reading and spelling consonant w
- the blends sw and tw

LESSON PREPARATION

MATERIALS

- Letter Tile w
- Letter Tiles (in containers)
- Review Decks
- Letter Card 25
- Picture Card 32
- Sight Word Cards 23 and 24
- Spelling Card 28
- Worksheet 38
- Handwriting Practice Ww
- ball
- scissors

BEFORE CLASS

- Cover the picture on the Ww Alphabet Wall Card.
- Locate a ball children can pass easily to one another.

MULTILINGUAL LEARNER SUPPORT

SUPPORT ARTICULATION Substantial In some languages, the letter w is only used in foreign borrowed words, so speakers may have difficulty perceiving and pronouncing the consonant sound /w/. Model the sound /w/ while showing Spelling Card 28 and describing the mouth position. Then have children practice making the sound /w/ using a mirror to check their own mouth position.

Letter Card 25

Picture Card 32

Spelling Card 28

Sight Word Card 23

Sight Word Card 24

Ww Alphabet Wall Card

Spelling Card 28

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① Lesson Preparation

Each lesson begins with a Lesson Preparation box that lists the materials you will need. In the Lesson Preparation box, solid square bullets indicate materials that are provided, hollow square bullets indicate materials that you must provide, and diamond-shaped bullets indicate materials that are provided on Flight.

② Multilingual Learner Support

Before starting each lesson, preview the Multilingual Learner Support tip for guidance on how to help multilingual learners understand and practice lesson content as you teach the lesson. Most of the support tips can be seamlessly integrated into each lesson and include suggestions for when to define words, demonstrate skills, or model how to do a task. Some examples of these include sound articulation practice and vocabulary-building activities. Each tip is leveled by whether it offers light, moderate, or substantial support for multilingual learners.

③ Lesson Warm-Up

Each day's lesson begins with activities that review previously taught material and prepare children for new learning.

Ⓐ Alphabet Activity

On most days, children engage in an alphabet activity. These activities grow in complexity throughout the year and include reciting the alphabet, alphabetizing, playing alphabet games, and learning about accents and syllabication. These activities not only teach the alphabet sequence but also develop retrieval skills. If children ever forget any letters, they have some means of identifying them without guessing or asking someone else.

Ⓑ Phonological/Phonemic Awareness

Phonological awareness is the ability to identify and manipulate words, syllables, and sounds in oral language. Phonemic awareness, a subcategory of phonological awareness, is both the awareness that words are composed of separate sounds and the ability to hear and manipulate those sounds. Phonological awareness precedes effective phonics instruction. It is important for children to be able to hear and identify individual sounds so that they can develop the skills to connect those sounds to spellings and become successful readers and spellers.

3 Lesson Warm-Up

Alphabet Activity

OBJECTIVE: To practice accenting and alphabetical order

"Let's work with the Alphabet/Accent Deck."

- Show **Alphabet/Accent Card 1**
- "Look at this card. We'll pretend this is a two-syllable word. The straight line in the middle separates the first and second syllables."
- "We'll use letters for our syllables. Where is the accent mark? Is it on the first or second syllable?" second
- "When we read this card, we'll read the first syllable as A, and the second syllable as B. The accent mark tells us to accent the second syllable, so how will we say it?" longer, louder, and higher
- "We'll do something fun to help us feel the accent. Push your chairs back just enough so you can stand up without bumping the desk."
- If children's chairs are affixed to their desks, have children sit sideways on the seat.
- "For the first card, we'll say A softly, sitting down. Then we'll stand and say B longer, louder, and higher. Let's practice."
- Have the class say A softly, while sitting and then B (longer, louder, higher, while standing).
- "Sit back down. Let's try the next card."
- Show **Alphabet/Accent Card 2**
- "If B is now the first syllable, what is the second syllable?" C
- "How will we say this card?"
- Children should say B softly, while sitting and then C (longer, louder, higher, while standing).
- Continue with **Alphabet/Accent Cards 3-25**, moving as quickly as possible.

Phonological/Phonemic Awareness Activity

OBJECTIVE: To substitute an initial phoneme

- Display **Elkonin Boxes Resources 1 and 2**. Gather four tokens to represent sounds (e.g., sticky notes or magnets) and **Letter Tiles a, b, c, f, g, i, l, m, n, o, p, r, s, t, u**.
- To differentiate sounds for substitutions, use a different shape or color of token to signal the change of initial phonemes. For example, substitute a round token for a square one when changing the initial phoneme.

CD "Let's practice what we already know!"

Lesson 53 • The Letter V Spelling with Final ve

ES KOSST

Phonological and phonemic awareness activities are taught in isolation during the first 70 lessons and are embedded in the lessons that follow. These activities are an integral part of the program, beginning with the most basic skills and progressing to more complex skills across lessons. The design of these activities relies on current research to provide a systematic, explicit, and direct approach to instruction. These instructional routines:

- › Can be accomplished with a whole-class approach in approximately five minutes.
- › Connect new learning to previous learning, moving from the known to the unknown.
- › Clearly state the routine and objective in kid-friendly language.
- › Employ the gradual release model and include signal phrases that indicate each step of the way.

Because phonological and phonemic awareness are essential prereading skills, you should direct questions to those children who need the most practice. Work with children who need additional support individually or in small groups after the lesson, or when opportunities present themselves, such as while walking to different classes, while waiting in line, or during recess.

c Daily Letter and Sound Review

During the Daily Letter and Sound Review, the **Review Decks** give children practice recognizing letters, sounds, prefixes, suffixes, and commonly used, nonphonetic words. The **Review Deck** cards are gradually introduced throughout the year and then practiced daily.

d Spelling Review

Through the daily Spelling Review, children learn high-utility, predictable strategies for spelling sounds. Children apply these strategies by reviewing the **Spelling Deck**, playing games, and spelling high-frequency words on their worksheets.

Daily Letter and Sound Review

OBJECTIVE: To practice letter recognition, affixes, letter sounds, and sight words

- Quickly review the **Letter, Affix, Picture, and Sight Word Decks**.
- Using the results indicated on the **Sight Word Evaluation Form**, select individual children to spell those sight words they have not yet mastered. (Choose a few children every day)

Spelling Review

OBJECTIVE: To practice spelling letter sounds and words

- Seat children at tables or desks.
- Distribute **Activity Sheet 53** and at least 12 tokens to each child.

"Let's play bingo!"

"As I say each spelling sound, cover the space that spells that sound. Check the wall cards or your reference booklet if you need to."

"When you cover all of the letters on one line, either up and down, across, or from corner to corner, say 'Bingo!'"

"Cover the letters that spell the final sound in brick." ck

- Repeat with the following:

1. initial sound: yellow y	6. initial sound: jiggle j
2. vowel sound: tape a-e	7. vowel sound: home o-e
3. initial sound: shoes sh	8. final sound: mix x
4. final sound: boss ss	9. vowel sound: sleep ee
5. vowel sound: bike i-e	
- All children should call "Bingo" simultaneously.
- Collect the tokens and activity sheets. Keep them available for additional practice, or send the papers home at the end of the day.


ALTERNATE ACTIVITY: Distribute **Worksheet 53**. Select ten **Spelling Deck** cards that children most need to practice, or use the cards suggested under Before Class. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–10.

- Distribute **Worksheet 53**. Make sure children turn to the correct side.

"Let's practice spelling words. Put your finger by #11. Spell the word broom."

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coded examples should remain on the board for children to refer to when completing their worksheets.

 **NOTE:** *Although you might be tempted to skip this activity to save time, boardwork is extremely important: Boardwork ensures that children are prepared to complete their worksheets successfully without being given the answers. Boardwork provides continual review. The examples to be coded review those concepts that children will encounter on the worksheet. Boardwork serves as a teaching tool for children who have been absent, who have transferred from another class, or who are new to the school. It is always more efficient to spend a few extra minutes reviewing concepts in this section than it is to reteach entire lessons to children who have missed them.*

Worksheets and Homework

Worksheets allow children to apply what they have learned and allow teachers to track children's progress daily. Worksheets are designed to be completed by children independently as a whole-class activity. The back side of the worksheet—the homework—may be completed in class if time permits or completed at home and returned the next day. If some children in your class need extra support or are greatly challenged to complete their worksheets alone, consider working with them in small groups or individually.

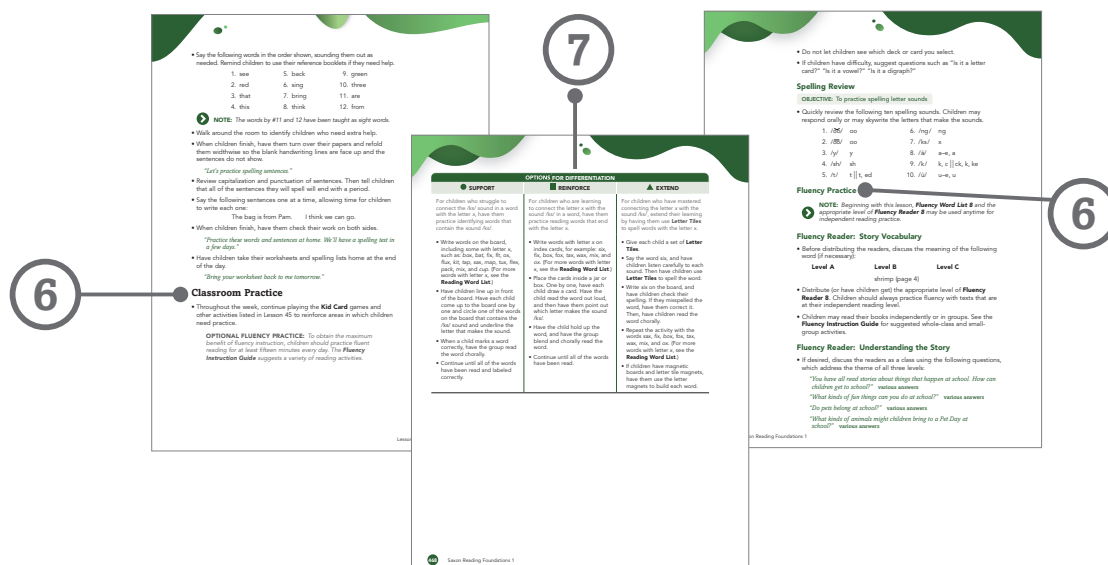
To prevent children from becoming frustrated when trying to read words that contain letters and sounds that they haven't learned, instructions are usually not printed on either side of the worksheets. Thus, it is very important to review the homework directions each day. (A note to parents and guardians appears on each homework to help them understand what children should do.)

A final note: For this program to work effectively, children should read aloud to someone every day. Worksheets provide individual words, sentences, and questions to practice.

Classroom Practice and Fluency Practice

Classroom Practice and Fluency Practice are times for children to improve their weaknesses or apply their learning by playing **Kid Card** games, engaging in independent reading, or practicing their decoding and fluency skills with the readers.




Set aside at least fifteen minutes each day for practice. On the first day, introduce the fluency reader to the entire class, following the guidelines in the **Fluency Instruction Guide** and reviewing vocabulary or print awareness concepts that might be new to children. Then, have children read their books independently or in groups throughout the week, using the suggested fluency activities.




While some children practice reading, work with small groups on the Options for Differentiation activities, **Kid Card** games, or other remediation or enrichment activities suggested in the **Resources for Differentiation Guide**. Alternatively, allow some children to read assigned or self-selected materials independently.

7 Options for Differentiation

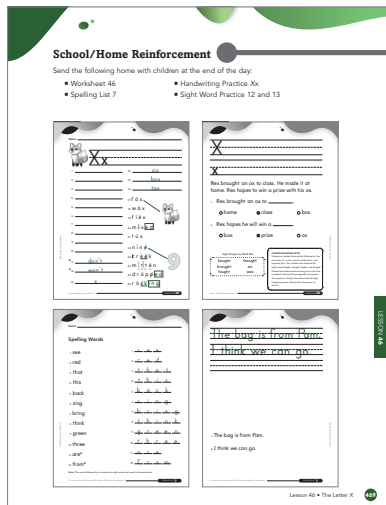
Small-group activities designed to support children at three different skill levels are provided at the end of each lesson to review and/or build on the focus skill of the lesson. The activity levels are Support, Reinforce, and Extend.

OPTIONS FOR DIFFERENTIATION: LEVELS EXPLAINED		
 SUPPORT	 REINFORCE	 EXTEND
For children who are struggling to learn a particular skill or concept.	For children who demonstrate on-level comprehension of a concept or acquisition of a skill.	For children who demonstrate above-level mastery of a concept or skill.

 **NOTE:** Always scan the activities before you do them so you know what skills they support or what resources you may need to prepare.

The children you assign to the various levels of the Options for Differentiation activities may differ from lesson to lesson or over the course of time. It is important to remember that each child grows and learns at their own pace and that the pace at which any given child learns can vary over time. Evaluate children's comprehension as you teach each lesson to determine which Options for Differentiation activity best suits each individual at the end of every lesson.

For more information about Options for Differentiation activities, see the **Resources for Differentiation Guide**.



⑧ School/Home Reinforcement

Provided at the end of each lesson is a list of materials that may be sent home at the end of the day. Use this list to ensure that children are taking home the necessary work to finish, read, or review with their parents and guardians.

⑨ Assessments

Every fifth lesson is an assessment lesson. Below is a brief overview of the phonics and spelling assessments; more information about this assessment is in the "Assessments, Grading and Remediation" section of this **Instructional Overview**.

⑨a Oral and Written Assessments

Written sections are teacher-directed and given to the class as a group; oral portions are short individual interviews that may take place at any

⑨

Written Assessment

- Seat children where they can write comfortably.
- Distribute **Assessment 14**.
- **Section I** (5 points each; 25 total):
"Let's spell some words for our assessment."
"I'll say a word. The first word is *spay*. Write the letter or letters that make each sound in *spay* on the lines by #1."
• Remind children to refer to the wall cards or their reference booklets, if necessary.
- **Section II** (4 points each; 8 total):
"Look at the letters by #6. Draw a line from the letters to their keyword picture."
• Repeat with #7.
- **Section III** (2 points each; 10 total):
"Put your finger on #8, and code the word *spay*."
• Repeat with #9 (snail), #10 (windmill), #11 (flashlight), and #12 (loopyprint).
- The written assessment is continued on the back with Section VI. As children work independently to complete this section, call each child aside and give the oral portion of the assessment.
- **Section VI** (7 points each; 21 total):
"Read the paragraph. Code any words you don't know. Then answer the questions by #19 through 21."
• Collect the assessments but keep them available for the oral portion.

Spelling Test

- Distribute **Spelling Test 12**.
- Say the following words in the order shown, sounding them out as needed:

1. drink	5. name	9. jump
2. asked	6. ice	10. yes
3. five	7. napkin	11. some
4. good	8. us	12. was

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• Say the following sentences and have children write them on the handwriting lines on the back of their papers. Remind children of correct capitalization and punctuation, if necessary.

The bee swarmed Rob on the head.
His head swelled and felt hot.

• Collect the papers. Grade and record them in any manner you wish, and send them home with children.

• After children complete the test, allow them to look up any words they didn't know.

Oral Assessment

- Give the oral assessments during independent work time. Complete them promptly today, if possible in order to identify areas for remediation.
- With one child at a time, move to an area where others cannot overhear. Have the child's assessment and a pencil available.
- Use the assessment and the following dialogue to complete the oral portion.
- **Section IV** (7 points each; 28 total):
Point to the sight word by #13 (could).
"Read this sight word for me."
Write the child's response on the line by #13, or check off the word if read correctly.
- Repeat with #14 (would), #15 (should), and #16 (school).
- **Section V** (8 points each; 8 total):
Point to the letters by #17 (ay).
"Tell me the name of these letters and the sound they make."
diagram ay /ay/
- Write the child's response on the line by #17.
- Repeat with #18 (ai).
- If time permits, continue with the Sight Word Evaluation section below.

Sight Word Evaluation

- Complete the sight word evaluation with children individually while the others finish their written assessments or work on other assignments. (The assessment may occur today or may take place over several days.) Use the **Sight Word Evaluation Form** to indicate which words each child can both read and spell successfully and which words require more practice.

time during the day or may be spread over several days. Because the oral assessments are administered to children independently, be sure to plan an activity for the other children during the interviews.

ⓑ **Spelling Tests**

Each week, children are given **Spelling Word Lists** to practice spelling at home. These lists include only words with spellings and patterns that children have already been taught. Dictation sentences are also included on these lists. The Spelling Test section of each assessment evaluates children's ability to correctly spell the words and sentences on the weekly **Spelling Word Lists** they have practiced.

ⓒ **Sight Word Evaluations**

Each sight word evaluation should be conducted with children individually, so you might find it most efficient to complete them along with the oral assessments.

Fluency Assessments

In addition to the assessments above, materials are provided for formal and informal reading fluency assessments to help you monitor each child's progress.

Assessment, Grading, and Remediation

Assessments Across the Program

Assessments are vital to the success of teaching *Saxon Reading Foundations 1*. Tracking student progress provides information that supports planning targeted, individualized, and immediate remediation to ensure continuous learning and growth. Designed to be diagnostic rather than grading tools, various assessments are provided across the program to help monitor each child's progress and support you in planning responsive, differentiated instruction for all students. Most assessment items are available on Flight, but the locations of printed versions are noted below.

Phonological/Phonemic Awareness Preassessment

The **Phonological/Phonemic Awareness Preassessment**, available on Flight, is provided to help you determine children's existing levels of phonological and phonemic awareness at the start of the year. Research shows that children who do not have this awareness will not be as successful when learning to read as children who do have this awareness. After determining children's levels of phonological and phonemic awareness, you can use the three sets of activities, arranged from easy to challenging, to boost a child's phonological and phonemic awareness.

Phonics Assessment

The **Phonics Assessment** serves to monitor individual and whole-class progress at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). This assessment gauges the level of each student's phonics knowledge. It covers the main phonics elements that successful readers need to master. While individual reading development and exposure to the program will vary across a set of students, this assessment supports teachers in identifying the concepts each child has already acquired and which ones still need to be taught or reinforced. The primary purpose of this assessment is to see how well children are learning the phonics skills and if they apply the skills when exposed to different types of words. The **Phonics Assessment**, recording sheets, and instructions for administering it are in the **Teacher's Assessment Workbook**.

Phonics and Spelling Assessments

Phonics and spelling assessments occur every fifth lesson and are both written and oral. These assessments evaluate mastery of concepts and skills that have been practiced for at least five days. A child is considered successful if they answer at least 80 percent of questions correctly. If children do not achieve 80 percent accuracy on any given assessment, identify the concepts they find difficult, and spend extra time reinforcing them. The **Teacher Response Form** in the **Teacher's Assessment Workbook** recommends practice and remediation activities to address specific areas of concern. Directions for these activities can be found in the **Resources for Differentiation Guide**. Because the oral assessments are administered to children independently, be sure to plan another activity for the other children during this time. Games and activities that offer leveled support for concepts and skills are available in the **Resources for Differentiation Guide**.

Spelling Tests

Each week, children are given **Spelling Word Lists** to practice spelling at home. These lists include only words with spellings and patterns that children have already been taught. Dictation sentences are also included on these lists. The Spelling Test section of each assessment will allow you to evaluate children's ability to correctly spell the words and sentences they have practiced.

Sight Word Evaluations

Sight word evaluations are also built into the program to assess children's mastery of those words they must memorize. A **Sight Word Evaluation Form** is provided to allow you to monitor students' progress with reading and spelling sight words. Individual student forms are in the **Teacher's Assessment Workbook**; whole-class forms are available on Flight.

Listening, Speaking, and Discussion Skills Assessment Rubric

The **Listening, Speaking, and Discussion Skills Assessment Rubric**, located in the **Speaking and Listening Guide**, is included to help you monitor children's growth throughout the year. You can also work with children to set goals and have them use the **Child Self-Assessment Card** to monitor their own progress.

Fluency Assessments

Conducting formal and informal fluency assessments will help you measure children's reading abilities, identify areas for reinforcement, and monitor their progress as you help children work toward fluency benchmarks. You may assess children informally at any time by listening

to them read and recording your observations. Additionally, formal fluency assessment materials, which feature excerpts from the **Fluency Readers**, are also provided. Three sets are provided, so you can assess children at the beginning, middle, and end of the year. Materials and forms for all assessments are provided on Flight and in the **Teacher's Assessment Workbook**. For complete information on fluency assessment, see the **Fluency Instruction Guide**.

Tracking Charts

Tracking charts for **Decodable** and **Fluency Readers** are designed to help you monitor children's progress, tailor activities to meet their needs, and share appropriate information with their parents or guardians. These charts are in the **Teacher's Assessment Workbook**.

Grading and Recording Strategies

Most activities are designed to help you identify concepts that need more review, rather than what grade to assign. Grading and methods of reporting progress depend on the policy in each school or district. If grading is unavoidable, assessments are the only activity recommended for grading.

Although phonics worksheets (including spelling lists and activity sheets) should never be graded, check children's work for accuracy. Have them correct any errors before sending the papers home for parents and guardians to review.

Specific point values for each phonics and spelling assessment activity are provided in the corresponding lessons to guide you in its evaluation. Always give partial credit wherever possible and keep in mind the following when assigning credit:


- › Consider how often a particular concept or skill has been reviewed. Place emphasis on whether children can read words accurately, not on whether they code them perfectly. (Children should not be penalized for coding words incorrectly if they can read them.)
- › Take children's abilities into account. For example, if a child cannot read the sentences on assessments, focus on assessing their comprehension skills. Read the content aloud and ask them the accompanying questions. Plan remediation activities that strengthen their reading skills and, if necessary, comprehension skills.
- › Children should never be made to feel that they have failed at any activity.

Importance of Kid Cards as Remediation Tools

Assessments occur every five lessons. When these assessments indicate that a student is struggling to master a concept, it is important to remediate quickly. Specific games are suggested at the end of each assessment lesson and should be played daily until each child masters the concepts they missed on the assessment.

Do not be misled by the term *game*; it is simply a description used to attract children's attention. **Kid Card** activities are an effective and fun way to engage children in practicing targeted concepts and skills.

If assessment results indicate that many children require remediation, consider offering a "Kid Card Day." (Since there are fewer lessons than there are days in the school year, there should be time to add these kinds of days into the program, as needed.) On these days, review the decks as usual and then organize students into small groups to play games that target the needed content.

 **NOTE:** *Be sure to group children according to their learning abilities and by the skills that need strengthening. Children who require more practice should not compete with those who might quickly know the answers unless you are able to adjust the level of difficulty for each child's turn.*

Coding Charts

		LETTERS	CODEMARKS	EXAMPLES
SINGLE VOWELS	SHORT VOWELS vowel rule: $\check{v}c$ <i>A vowel followed by a consonant is short.</i>	a e i o u	ă ĕ ĭ ŏ ŭ	h <u>a</u> t p <u>e</u> t p <u>i</u> g t <u>o</u> p g <u>u</u> m
	LONG VOWELS vowel rule: $\check{v}' \rightarrow$ <i>An accented vowel not followed by a consonant is long.</i>	a e i o u	ā' ē' ī' ō' ū'	<u>a</u> h <u>e</u> h <u>i</u> g <u>o</u> fl <u>u</u>
	SCHWA <i>Any vowel can have the /ŭ/ sound.</i>	a e i o	ă ĕ ĭ ŏ	ban <u>a</u> na kit <u>e</u> ch <u>e</u> n vict <u>i</u> m ribb <u>o</u> n
	A BEFORE L; A AFTER QU OR W <i>Vowel a (before l or after qu or w) makes the /ŏ/ sound.</i>	a a a	ă ă ă	ba <u>l</u> qu <u>a</u> ntity wa <u>t</u> ch
	OPEN, UNACCENTED VOWELS	a e i o u	ă ĕ ĭ o ē ō ū	ar <u>o</u> und er <u>a</u> se di <u>i</u> de ho <u>o</u> tel Ju <u>u</u> ly

	LETTERS	CODEMARKS	EXAMPLES
VOWEL-CONSONANT-E vowel rule: $\check{v}-\emptyset$ <i>The silent e makes the vowel long.</i>	a-e e-e i-e o-e u-e	ā- \emptyset ē- \emptyset ī- \emptyset ō- \emptyset ū- \emptyset	ca <u>e</u> concr <u>e</u> te di <u>e</u> ho <u>e</u> cu <u>e</u>

		LETTERS	CODEMARKS	EXAMPLES
DIGRAPHS	CONSONANT DIGRAPHS	ch	<u>ch</u>	<u>che</u> ese
		ck	<u>ck</u>	du <u>ck</u>
		ng	<u>ng</u>	ri <u>ng</u>
		ph	<u>ph</u>	ph <u>o</u> ne
		sh	<u>sh</u>	<u>sh</u> ark
		th	<u>th</u>	feath <u>er</u>
		th	<u>th</u>	<u>th</u> imble
	VOWEL DIGRAPHS	ai	<u>āī</u>	rai <u>n</u>
		au	<u>au</u>	fau <u>cet</u>
		aw	<u>aw</u>	straw
		ay	<u>āy</u>	hay
		ea	<u>ēa</u>	lea <u>f</u>
		ea	<u>ěa</u>	thre <u>a</u> d
		ea	<u>ēā</u>	stea <u>k</u>
		ee	<u>ēē</u>	shee <u>p</u>
		ei	<u>ēī</u>	recei <u>pt</u>
		ei	<u>eī</u>	vei <u>l</u>
		ew	<u>ew</u>	cashew
		ey	<u>ēy</u>	key
		ie	<u>īē</u>	pie
		ie	<u>īē</u>	shie <u>ld</u>
		oa	<u>ōa</u>	soa <u>p</u>
		oo	<u>ōō</u> *	hoo <u>k</u>
		oo	<u>ōō</u> *	too <u>th</u>
		ow	<u>ōw</u>	bo <u>w</u>
		ue	<u>ūē</u>	glu <u>e</u>

* Complete coding (differentiating the short and long sound of oo) is for the teacher's information only. First-graders are not required to code ōō and ōō.

	LETTERS	CODEMARKS	EXAMPLES
"GHOST LETTER" DIGRAPHS	gn kn wr	g n k n w r	gnat knot wreath

	LETTERS	CODEMARKS	EXAMPLES
TRIGRAPHS	dge igh tch	d ge i gh t ch	bridge light patch

	LETTERS	CODEMARKS	EXAMPLES
DIPHTHONGS	oi ou ow oy	<u>oi</u> <u>ou</u> <u>ow</u> <u>oy</u>	oil mouse cow toy

	LETTERS	CODEMARKS	EXAMPLES
COMBINATIONS	ar er ir or qu ur wh	<u>ar</u> <u>er</u> <u>ir</u> <u>or</u> <u>qu</u> <u>ur</u> <u>wh</u>	star butter bird horse quilt turtle whale

	LETTERS	CODEMARKS	EXAMPLES
Twin Consonants (optional for coding)	ss	s\$	miss

		DIVISION/ACCENT VARIATIONS	EXAMPLES
SYLLABLE DIVISION	vccv	vc'cv vc cv'	napkin inject
	vcv	v' cv v cv' vc' v	baby erase river
	vccvccv	vc cvc' cv	important
	vcccv	vc ccv' vcc' cv	explain pumpkin

	LETTERS	CODEMARKS	EXAMPLES
FINAL, STABLE SYLLABLES	ble	[blø	bub <u>ble</u>
	cle	[clø	unc <u>le</u>
	dle	[dlø	cand <u>le</u>
	fle	[flø	ruff <u>le</u>
	gle	[glø	bug <u>le</u>
	kle	[klø	spark <u>le</u>
	ple	[plø	stap <u>le</u>
	sle	[slø	hass <u>le</u>
	tion	[tion	lot <u>ion</u>
	tle	[tlø	bott <u>le</u>
	zle	[zlø	puzz <u>le</u>

		LETTERS	DEFINITIONS	EXAMPLES
AFFIXES	PREFIXES	dis–	not; opposite	<u>dis</u> like
		pre–	before	<u>pre</u> soak
		un–	not	<u>un</u> even
			opposite	<u>un</u> pack
	SUFFIXES	–ed	already happened	jump <u>ed</u>
		–er	more than	short <u>er</u>
		–er	one who ...	bak <u>er</u>
		–es	plural	bush <u>es</u>
		–est	most; superlative	bigg <u>est</u>
		–ful	full of	peacef <u>ul</u>
			quantity	cupf <u>ul</u>
		–ing	happening now	jump <u>ing</u>
		–less	without	hat <u>less</u>
		–ly	like	king <u>ly</u>
			how	quick <u>ly</u>
			occurring	week <u>ly</u>
		–ness	condition of	red <u>ness</u>
		–s	plural	tree <u>s</u>
		–y	like	health <u>y</u>
			state of	angr <u>y</u>
			apt to	runn <u>y</u>
			full of	dirty

Spelling Chart

	RULES	EXAMPLES
ADDING A CONSONANT SUFFIX	To spell a word with a consonant suffix, just add the suffix to the end of the root word.	cake <u>s</u> red <u>ness</u>
ADDING A VOWEL SUFFIX	<p>dropping rule When a word ends with a <i>silent e</i>, drop the e before adding a vowel suffix.</p> <p>doubling rule When the final syllable of a word ends with one vowel and one consonant, double the final consonant before adding a vowel suffix.</p>	<p>making, ruler</p> <p>hitting, runner</p>
FINAL /CH/ SPELLING RULES	<p>tch after a short vowel</p> <p>ch after anything else</p>	<p>crutch, stitch</p> <p>lunch, couch</p>
FINAL /K/ SPELLING RULES	<p>ck after a short vowel</p> <p>k after a consonant or a vowel digraph</p> <p>ke after a long vowel</p> <p>c at the end of a word with two or more syllables</p>	<p>black bank, look</p> <p>take Atlantic, picnic</p>
FINAL /J/ SPELLING RULES	<p>dge after a short vowel</p> <p>ge after anything else</p>	<p>bridge, edge</p> <p>cage, lunge</p>
FINAL /S/ SPELLING RULES	<p>ss after a short vowel</p> <p>ce after a long vowel</p> <p>se after anything else</p>	<p>boss, dress</p> <p>ice, race</p> <p>false, loose</p>
FINAL /V/ SPELLING RULE	When a word has the final /v/ sound, it is spelled ve.	have, live, solve, wave
FLOSS RULE	When a one-syllable root word has a short vowel sound followed by the sound /f/, /l/, or /s/, it is usually spelled ff, ll, or ss.	fluff, sniff hill, well boss, pass
J & G SPELLING RULES	<p>j before a, o, or u</p> <p>g before e, i, or y</p>	<p>jam, joke, jug</p> <p>germ, giant, stingy</p>
K & C SPELLING RULES	<p>k before e, i, or y</p> <p>c before a, o, u, or any consonant</p>	<p>keg, kid, milky</p> <p>cat, cot, cut, clip, crop</p>

Pronunciation Chart

LETTERS	SOUNDS	EXAMPLES
a	/ă/	apple
	/ā/	acorn
b	/b/, not /bŭh/	balloon
c	/k/, not /kŭh/	cat
	/s/	circle
d	/d/, not /dŭh/	dog
e	/ě/	elephant
	/ē/	equal
f	/f/, not /fŭh/	fish
g	/g/, not /gŭh/	goat
	/j/, not /jŭh/	giraffe
h	/h/, not /hŭh/	hat
i	/ĭ/	inch
	/ī/	icicle
j	/j/, not /jŭh/	jar
k	/k/, not /kŭh/	kite
l	/l/, not /lŭh/	lion
m	/m/, not /mŭh/	monkey
n	/n/, not /nŭh/	nest

LETTERS	SOUNDS	EXAMPLES
o	/ō/	octopus
	/ō/	overalls
p	/p/, not /pŭh/	pig
qu	/kw/	quilt
r	/r/, not /rŭh/ or /er/	rabbit
s	/s/, not /sŭh/	sun
	/z/, not /zŭh/	rose
t	/t/, not /tŭh/	tent
u	/ŭ/	umbrella
	/ū/	unicorn
	/ōo/	rule
v	/v/, not /vŭh/	vest
w	/w/, not /wŭh/	wagon
x	/ks/	fox
y	/y/, not /yŭh/	yarn
	/ĭ/	cry
	/ē/	candy
	/ĭ/	symbol
z	/z/, not /zŭh/	zebra

Glossary

accent	to place stress on a syllable in a word by saying it longer, louder, and with a higher pitch
affix	a letter or group of letters added to a root word that changes the word's meaning or its usage; a prefix or suffix
breve	a coding mark used to indicate a vowel's short sound (e.g., ä)
cedilla	a coding mark on the letter c to indicate its soft sound (e.g., çent)
code	to mark a word with symbols (e.g., breves, macrons) to provide information about how to pronounce it
combination	two letters that come together to make an unexpected sound (e.g., <u>qu</u> ick)
derivative	a root word with an affix (e.g., a suffix or prefix) added to it
digraph	two letters that come together to make one sound (e.g., <u>lock</u>)
diphthong	two vowel sounds that come together so quickly that they are considered one syllable (e.g., <u>foi</u> l)
final	the last sound or letter(s) in a word
final silent e	an e in the final position of an English root word, usually silent
final, stable syllable	a nonphonetic syllable that occurs in the final position frequently enough to be considered stable (e.g., crum <u>ble</u>)
floss rule	a spelling rule stating that the letters <i>f</i> , <i>l</i> , and <i>s</i> are doubled after a short vowel in a one-syllable root word (e.g., <u>pu</u> ff, <u>hi</u> ll, <u>bo</u> ss)
high-frequency words	those words that occur most often in written text
initial	the first sound or letter(s) in a word
k-back	a coding mark consisting of a vertical line on the back of a c that represents the /k/ sound (e.g., cat)
macron	a coding mark used to indicate a vowel's long sound (e.g., ācorn)
medial	the middle sound(s) or letter(s) in a word
possessive s	an apostrophe s added to a word to show ownership
prefix	a letter or group of letters added to the beginning of a root word that changes the meaning or usage of the word

regular for reading	the sound that a letter or group of letters makes at least 85 percent of the time
regular for spelling	the spelling that occurs for a particular sound at least 85 percent of the time
root word	a word with no prefix or suffix added
schwa	a coding mark resembling an upside down e placed over a vowel to indicate the /ŭ/ sound (e.g., th <u>ĕ</u>); also, the /ŭ/ sound
sight word	a word of which all or part does not follow phonetic rules
sneaky e	the e in vowel rule <i>v-ē</i> ; it makes the vowel have a long sound; see final <i>silent e</i>
suffix	a letter or group of letters added to the end of a root word that changes the meaning or usage of the word
syllable	a word or part of a word that contains only one vowel sound and is made by one impulse of the voice
syllable division	the breaking of a word into separate syllables to make decoding (pronunciation) easier
trigraph	three letters that come together to make one sound (e.g., <u>l</u> igh <u>t</u>)
voiced sound	a sound that requires use of the vocal cords; a vibration can be felt when the sound is made
voice line	a coding mark consisting of a horizontal line through the middle of a letter or letters, representing a voiced sound (e.g., <u>r</u> ose)
vowel rules	rules that determine a vowel's sound in a given situation in a syllable: <ol style="list-style-type: none"> 1. a vowel followed by a consonant is short; 2. a vowel that is open and accented is long; 3. <i>vowel-consonant-e</i>, where the <i>silent e</i> makes the vowel long; and 4. open, unaccented vowels usually have the following sounds: a is schwa; e, o, and u are long; and i is short



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