Instructional Overview

Grade 2

INSTRUCTIONAL OVERVIEW

About *Saxon Reading Foundations 2*

Saxon Reading Foundations 2 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 2*.

Teacher Materials

Teacher's Manuals

The **Teacher's Manual** is organized into two volumes, which contain the Grade 2 Scope and Sequence and the 140 *Saxon Reading Foundations 2* lessons. All 140 lessons are thoughtfully planned and include model dialogue ensuring clear, well-paced instruction. These lessons are systematically built on each other and need to be taught in the order in which they appear, so it is important to teach each lesson in the sequence in which they are provided. Note that the lessons include multiple kinesthetic activities. For alternate activities to accommodate all learners, please consult the **Resources for Differentiation Guide**.

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.

Phonological Awareness Instruction Guide

The **Phonological Awareness Instruction Guide** provides short, supplemental activities that support development and practice of any phonological awareness skills that children have not yet mastered. You can provide practice specific to a child's needs based on the results of the **Phonological/Phonemic Awareness Assessment** (discussed in the "Assessment, Grading and Remediation" section of this **Instructional Overview**).

Morphology Extensions and Student Practice Guide

Morphology—the study of word parts, such as prefixes, suffixes, and roots, and how their meanings interact when joined together to form a word—supports the develoment of students' vocabulary, decoding, and encoding skills. The **Morphology Extensions and Student Practice Guide** provides 19 extensions that focus on reading and spelling words with the affixes that are taught in *Saxon Reading Foundations 2*. Each extension indicates the lesson after which it can be taught.

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 2*, the teacher determines the choice of handwriting style. Although there may be disagreement about the appropriate style of handwriting to teach in second grade, this program accommodates most ideologies.

Speaking and Listening Guide

The **Speaking and Listening Guide** 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 possible challenges to best support their acquisition of English.

History of English Guide

Use the **History of English Guide** to expand children's background knowledge and understanding of the history of English. Learning about historical and linguistic influences on the English language can help children understand how spelling patterns and rules evolved over time and make connections with words and spellings used in the English language.

Reading and Spelling Word Lists

The **Reading Word List** is a teacher-reference tool that provides words most second-graders will be able to read as they progress through *Saxon Reading Foundations 2*; the **Spelling Word List** is also a teacher-reference tool that consists of words most second-graders will be able to spell. Words are arranged in the order that the letters/letter clusters, sounds, and other concepts are introduced, and 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 2 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 decks also provide children with the means to mentally organize information so that it is easily and quickly retrievable. 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 the 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—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. Note the cards affected, as outlined in the following table.

1, 2, 90, 97	(short, long, /ŏ/, and schwa sounds of *a*)
3, 4	(short and long sounds of *e*)
5, 6	(short and long sounds of *i*)
7, 8, 91	(short, long, and schwa sounds of *o*)
9, 10	(short and long sounds of *u*)
12, 79	(hard and soft sounds of *c*)
15, 84	(hard and soft sounds of *g*)
24, 38	(unvoiced and voiced sounds of *s*)
32, 33	(voiced and unvoiced sounds of *digraph th*)
35–37	(three sounds of *digraph ch*)
43, 44	(two sounds of *combination ar*)
45–47	(three occurrences of *combination or*)
54, 55	(two sounds of *digraph oo*)
63, 64	(two sounds of vowel *y*)
67–69	(three sounds of *digraph ea*)
73, 74	(two sounds of *digraph ou*)
75, 76	(two sounds of *digraph ow*)
92, 93	(two sounds of *final, stable syllable -sion*)
100, 101	(two sounds of *digraph ie*)
102, 103	(two sounds of *digraph ei*)

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 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.

Unlike the other card decks, **Spelling Deck** cards are not shown to children and instruct you to give a specific sound. Children repeat the sound and then write it. Some **Spelling Cards** will never have more than one correct response; others may have multiple responses as new material is taught. The additional responses are indicated on the cards by listing the lesson number during or after which the new response should be given.

Some teachers find the use of hand signals conducive to speeding up the process. Hand signals to accompany the sequence are as follows:

1. Point to your mouth as you say the sound.

2. Point to children to indicate they are to echo the sound.

3. Extend your hand palm up as you ask for the name of the letter(s) that makes the sound.

4. Point straight down to indicate that children are to write the letter(s).

The cards provide dialogue to accompany these signals; eventually children will learn to follow the hand signals without verbal clues.

When you review these cards, it is important to move 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 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.
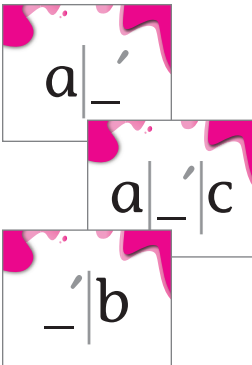
Affix Deck

Affix Deck

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

Alphabet/Accent Deck

Alphabet/Accent Deck

Alphabet/Accent Cards allow children to practice accenting without having to sound out new words. These cards use small alphabet sequences, so they also help reinforce alphabetical order.

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* picturecards).

› 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** 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.
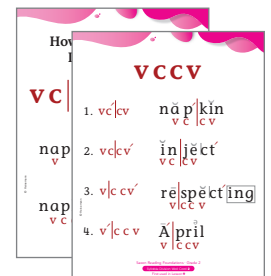
Alphabet Wall Cards

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.
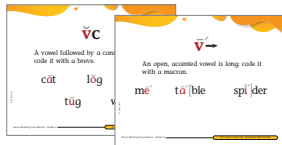
Syllable Division Wall Cards

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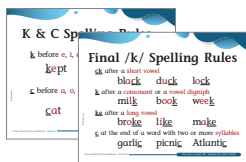
Kid Cards

Syllable Division Wall Cards

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.

NOTE: *The **Alphabet Wall Cards** should be hung at the beginning of the year and remain on continuous display. The **Vowel Rule, Spelling Rule,** and **Syllable Division Wall Cards** are posted and discussed as their concepts are introduced.*

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.

Wriley Posters

Two posters featuring Wriley the Raccoon demonstrate 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. Worksheets are designed to be completed by children independently as a whole-class activity. The backside 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, consider working with them in small groups or individually.

On the back of each worksheet is a page of homework, which allows children to apply at home what they are learning at school. A brief note to parents and guardians summarizes what their student learned

that day. 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.

In addition to worksheet/homework pages, **Spelling and High-Frequency Word Practices** are provided. The practice sheets, used in class four days a week, begin in Lesson 3 and continue throughout the school year. On the sheets, children write their responses to daily Spelling Review sounds and spell review words and sight words. They also practice writing new sound-spelling concepts, words, and sentences. Occasionally, an alternate activity/game is provided on the practice sheets and explained in the lesson.

Some letters on the **Spelling and High-Frequency Word Practice** sheet will be printed while others are in cursive; in second grade it is recommended to have children begin writing any letters they have learned in cursive as you call out the sounds to help solidify the cursive letter shapes as children learn them.

The practice sheets are taken home each day for additional practice and returned. A note to parents and guardians explaining what their student is learning in class, the nature of the home assignment, and how parents and guardians can participate, is included on each paper.

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 words that contain only those letters and sounds children have learned. Sight words and words with irregular spellings are indicated with an asterisk. 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 are also included on the lists beginning in Lesson 41 and are part of the weekly test. The length and complexity of the sentences increase throughout the year. 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 how the weeks of your school year flow, the 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.
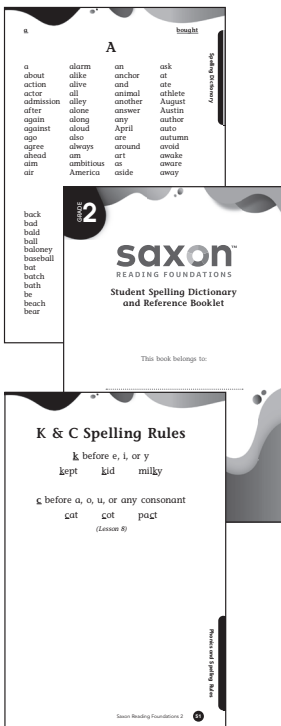
Student Spelling Dictionary and Reference Booklet

Each child will receive a **Student Spelling Dictionary and Reference Booklet** to use as an at-desk resource. The booklet is divided into five sections. The first is a spelling dictionary, an alphabetized list of words children may frequently use for writing or spelling activities. As children practice alphabetizing and spelling throughout the year, they will be able to apply what they learn to help them locate words. 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 four sections are divided among the rules and concepts children will learn throughout the year; an alphabetized sight word list; information from the **Numbers** and **Colors Posters**; a list of irregular spelling words organized by sound; 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. Booklets should be kept where children can access them easily.

Letter Tiles

A set of 32 **Letter Tiles** is provided for each child. These tiles feature green capital letters on one side and purple lowercase letters on the other. 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 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.

Student Spelling Dictionary and Reference Booklet

Letter Tiles
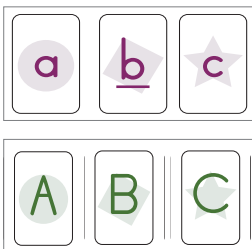
Alphabet Handwriting Strips

Each child is given a laminated **Alphabet Handwriting Strip**, featuring the alphabet in both block-style and cursive lettering. As on the **Alphabet Wall Cards**, 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.
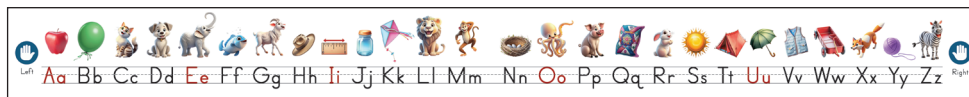

Block-style lettering

Cursive lettering

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 then are meant to be read independently 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 student is able to read a decodable reader easily, send it home for the student to keep, and encourage guardians to use the readers to practice with children.

   Since 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
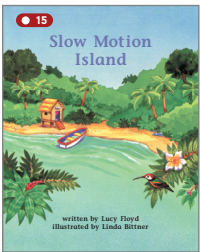
Decodable Readers
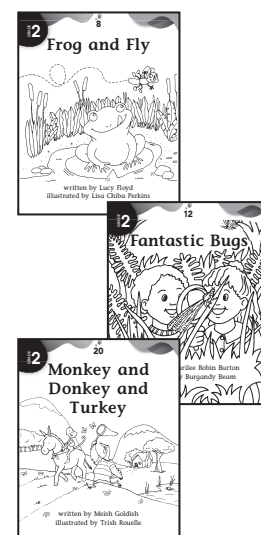
prepared, reintroduce the readers in the order in which they were initially distributed to ensure that students read words with the letters and sounds they have been practicing the longest.
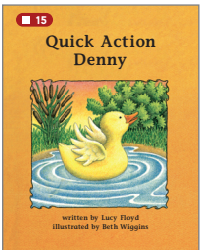
Fluency Readers

The **Fluency Readers** may be read independently or in small groups and 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.
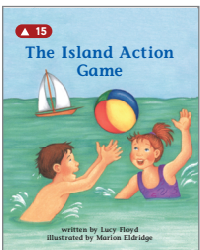
Level A Fluency Reader

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 Reader

Level B Fluency Readers

These readers incorporate syntax, sentence lengths, and total word counts that most second-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 Reader

Level C Fluency Readers

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

Fluency Word Lists

To improve children's word recognition skills and to facilitate fluent reading, **Fluency Word Lists** promote automaticity with high-frequency words. 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**. 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 2 includes handwriting instruction to support students with letter formation pathways that support students' development with spelling and writing. To help you introduce second-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.

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

Morphology Extensions Student Practice

Each of the nineteen extensions in the **Morphology Extensions and Student Practice Guide** come with student practice sheets that focus on decodable words in alignment with *Saxon Reading Foundations 2*.

Program Implementation

When to Begin the Program

Saxon Reading Foundations 2 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:	TO ACCELERATE 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 skills that are weak. See the **Resources for Differentiation Guide** for specific information.	• 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 digraphs. 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 make sure 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**. 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 assisted with the worksheets individually while continuing 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 group 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 other children reading the same level.

> Give children a drawing assignment connected to what they have read. For example, ask them to draw a picture of a scene 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 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**.

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. For example, the worksheets begin with single words, then progress to single sentences and, finally, entire paragraphs. The **Decodable** and **Fluency Readers** follow a similar pattern of incremental development.

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, to enrich their vocabularies, and to 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 2 *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, and 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.

› Spell each word aloud after children have had time to write it, so they can check and correct their work immediately.

› Allow children to refer to wall cards and 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.

Time-Saving Tips

Establish expectations and routines (such as how to use and care for materials, follow directions, work cooperatively, and listen to others, etc.) 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

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.
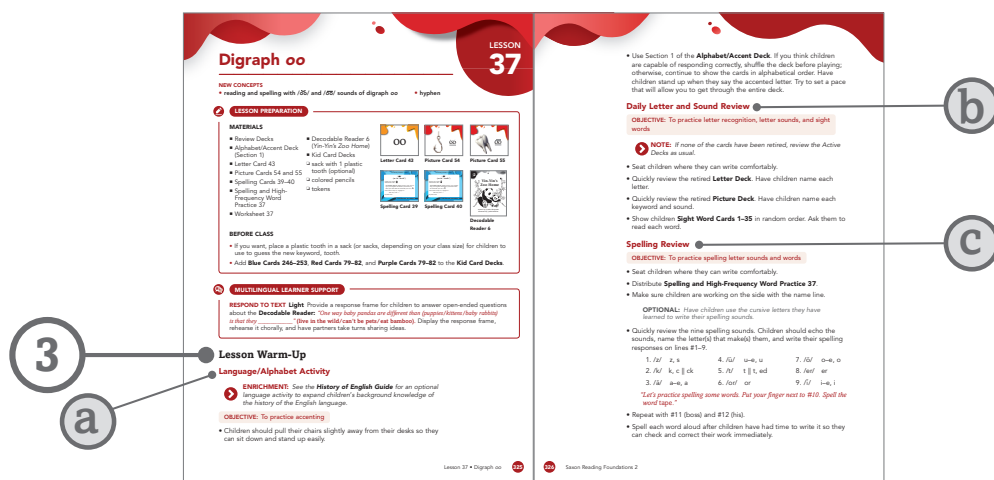
③ # Lesson Warm-Up

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

ⓐ ## Language/Alphabet Activity

On most days, children engage in an alphabet activity. These activities grow in complexity throughout the year and include dictionary skills, alphabetizing, playing alphabet games, and learning about accents and syllabication. These activities reinforce the alphabet sequence and develop retrieval skills. Information about the origins of the English language is also provided to help children understand how our language developed over time.

> **HISTORY OF ENGLISH:** *Some Language/Alphabet Activities include optional activities to build children's background knowledge of the history of English. The* **History of English Guide** *provides instruction and activities that teach about the influences historical events and other languages have had on the evolution of the English language. These activities help children connect the history of our language and the words and spellings used in English today.*

ⓑ ## Daily Letter and Sound Review

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

ⓒ ## 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.

④ New Increment

New Increment sections introduce children to the name and written forms of letters, letter clusters, and sight words and present children with opportunities to write them on worksheets and handwriting masters. To help reinforce the letters, their sounds, and written forms, new keywords and deck cards are introduced and any related wall cards are posted during this time. As further reinforcement of material, children may also practice looking up relevant information in their **Student Spelling Dictionary and Reference Booklets** so they always know where to find it.
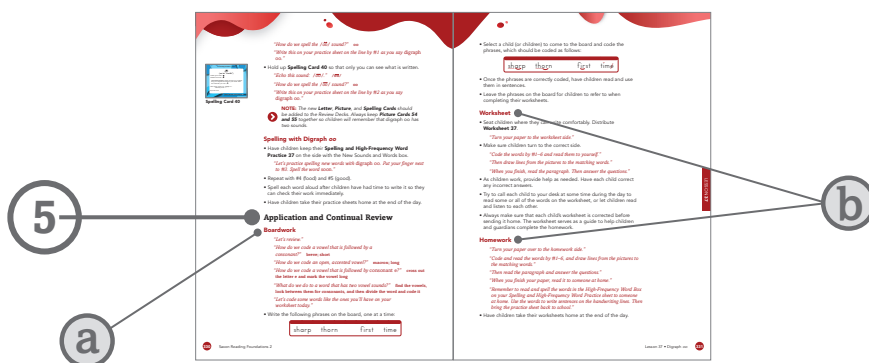
⑤ Application and Continual Review

ⓐ Boardwork

Before worksheets are distributed, the class as a whole codes and reads carefully chosen words, phrases, and sentences on the board. The correctly coded examples should remain on the board for children to refer to when completing their worksheets.

> **❯ IMPORTANCE OF BOARDWORK**
>
> 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 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 worksheet. (Homeworks include a parent/guardian note to relay information about what students have learned and what they should do for homework.)

It is essential for children to read aloud to someone every day. Worksheets provide individual words, sentences, and questions to practice.
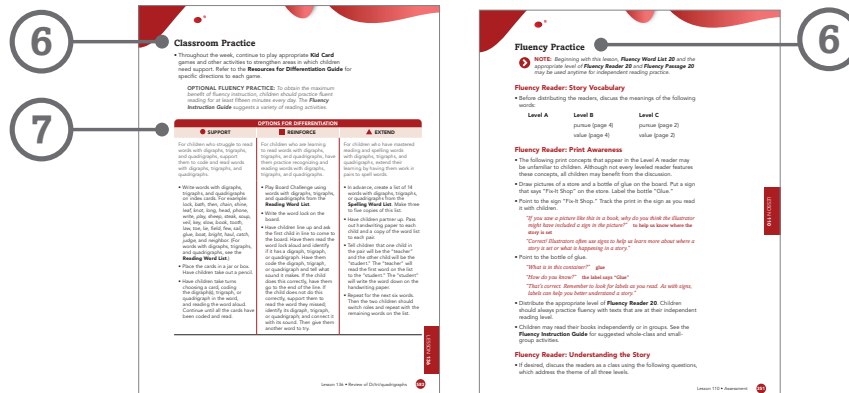
⑥ Classroom Practice and Fluency Practice

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 15 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.*

You may assign different children to the various levels of the Options for Differentiation activities from lesson to lesson, depending on their needs. 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 the lesson.

For more information about Options for Differentiation activities, see the **Resources for Differentiation Guide**.
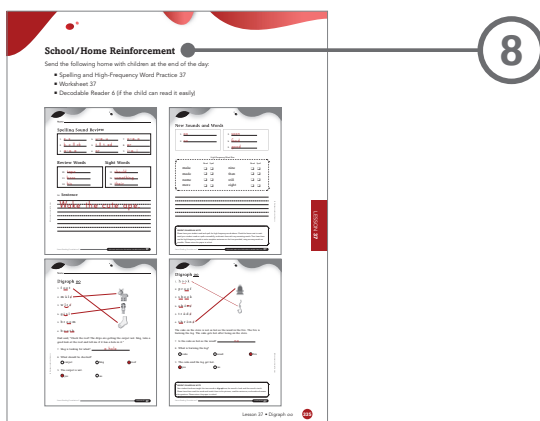
⑧ School/Home Reinforcement

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 or guardians.
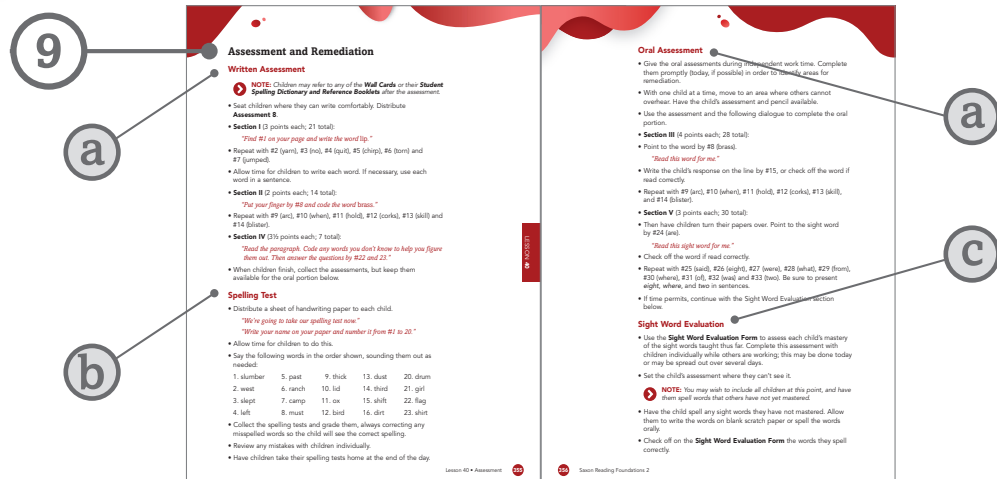
⑨ Assessments and Remediation

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

ⓐ Oral and Written Assessments

Phonics and spelling assessments are both written and oral. 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 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 these 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 2*. 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. 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, and 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 harshly 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: ѵc *A vowel followed by a consonant is short.*	a e i o u	ă ĕ ĭ ŏ ŭ	h<u>a</u>t p<u>e</u>t p<u>ig</u> t<u>o</u>p g<u>u</u>m
	LONG VOWELS vowel rule: v̄′→ *An open, accented vowel is long.*	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 *Any vowel can have the /ŭ/ sound.*	a e i o	å e̊ i̊ o̊	b<u>a</u>nana kitch<u>e</u>n vict<u>i</u>m ribb<u>o</u>n
	A BEFORE L; A AFTER QU OR W *Vowel a (before l or after qu or w) makes the /ŏ/ sound.*	a a a	ä ä ä	b<u>a</u>ll qu<u>a</u>ntity w<u>a</u>tch
	SCRIBAL O	o	o̊	sp<u>o</u>nge
	OPEN, UNACCENTED VOWELS	a e i o u	å ē ĭ or ē ō ū	<u>a</u>round <u>e</u>rase d<u>i</u>vide h<u>o</u>tel J<u>u</u>ly

	LETTERS	CODEMARKS	EXAMPLES
VOWEL–CONSONANT–E vowel rule: v̄–¢ *The silent e makes the vowel long.*	a–e e–e i–e o–e u–e	ā–¢ ē–¢ ī–¢ ō–¢ ū–¢	c<u>a</u>k<u>e</u> concr<u>e</u>t<u>e</u> d<u>i</u>m<u>e</u> h<u>o</u>s<u>e</u> c<u>u</u>b<u>e</u>

		LETTERS	CODEMARKS	EXAMPLES
DIGRAPHS	**CONSONANT DIGRAPHS**	ch	ch	cheese
		ch	ck	anchor
		ch	çh	chef
		ck	¢k	lock
		ng	ng	ring
		ph	ph	phone
		sh	sh	shark
		th	th	feather
		th	th	thimble
	VOWEL DIGRAPHS*	ai	āi	rain
		au	au	faucet
		aw	aw	straw
		ay	āy	hay
		ea	ēa	leaf
		ea	ĕa	thread
		ea	¢ā	steak
		ee	ēe	sheep
		ei	ēi	receipt
		ei	ei	veil
		ew	ew	cashew
		ey	ēy	key
		ie	īe	pie
		ie	ie	shield
		oa	ōa	soap
		oe	ōe	toe
		oo	ŏŏ	hook
		oo	ōō	tooth
		ou	¢ū	soup
		ow	ōw	bow
		ue	ūe	glue

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

	LETTERS	CODEMARKS	EXAMPLES
"GHOST LETTER" DIGRAPHS	gn	g̶n	gnat
	kn	k̶n	knot
	wr	w̶r	wreath

	LETTERS	CODEMARKS	EXAMPLES
TRIGRAPHS	dge	d̶g̶e̶	bridge
	igh	īg̶h̶	light
	tch	t̶ch	patch
QUADRIGRAPH	eigh	eigh	sleigh

	LETTERS	CODEMARKS	EXAMPLES
DIPHTHONGS	oi	oi	oil
	ou	ou	mouse
	ow	ow	cow
	oy	oy	toy

		LETTERS	CODEMARKS	EXAMPLES
COMBINATIONS	**IN ACCENTED SYLLABLES**	ar	ar	star
		er	er	butter
		ir	ir	bird
		or	or	horse
		qu	qu	quilt
		ur	ur	turtle
		wh	wh	whale
	IN UNACCENTED SYLLABLES	ar	ar	dollar
		or	or	doctor
	AFTER W	or	or	worm

	DIVISION/ACCENT VARIATIONS	EXAMPLES

SYLLABLE DIVISION		DIVISION/ACCENT VARIATIONS	EXAMPLES
	VCCV	vc´|cv vc|cv´ v|ccv´ v´|ccv	napkin inject respect April
	VCV	v´|cv v|cv´ vc´|v	baby erase river
	VCCVCCV	vc|cvc´|cv	important
	VCCCV	vc|ccv´ vc´|ccv vcc´|cv	explain emblem pumpkin
	VV	v´|v v|v´ v|v	diet create cameo

AFFIXES	PREFIXES	LETTERS	DEFINITIONS	EXAMPLES
		bi–	two	bicycle
		dis–	not; opposite	dislike
		in–	in, not, or without	inborn
		im–	in, not, or without	impossible
		ir–	in, not, or without	irregular
		mis–	badly; wrong	misread
		mono–	one	monocle
		over–	beyond; too much	overpay
		pent–	five	pentagon
		pre–	before	presoak
		quad–	four	quadruplets
		re–	again	rebuild
		tri–	three	tricycle
		un–	not	uneven
			reversing	unpack

		LETTERS	DEFINITIONS	EXAMPLES
AFFIXES	**SUFFIXES**	under–	below; not enough	<u>under</u>pay
		–age	act or state of	drain<u>age</u>
		–ed	past tense	jump<u>ed</u>
		–en	made of	wood<u>en</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	peace<u>ful</u>
			quantity	cup<u>ful</u>
		–ing	action	jump<u>ing</u>
		–ion	act or condition of something	rebell<u>ion</u>
		–ish	nationality	Brit<u>ish</u>
			somewhat like	imp<u>ish</u>
		–ist	one who …	art<u>ist</u>
		–less	without	hat<u>less</u>
		–let	small one	star<u>let</u>
			article worn on	wrist<u>let</u>
		–ly	like	king<u>ly</u>
			how	quick<u>ly</u>
			occurring	week<u>ly</u>
		–ness	condition of	red<u>ness</u>
		–ous	having; full of	humor<u>ous</u>
		–s	plural	tree<u>s</u>
		–y	like	health<u>y</u>
			state of	angr<u>y</u>
			place that	saddler<u>y</u>
			small	pupp<u>y</u>

	RULES	EXAMPLES
A BEFORE *L* RULE	The /ŏ/ sound before an *l* is usually spelled with an *a*.	t<u>a</u>ll, s<u>a</u>lt, f<u>a</u>lse
ADDING A VOWEL SUFFIX	**dropping rule** When a word ends with a silent *e*, drop the *e* before adding a vowel suffix.	mak<u>ing</u>, serv<u>ed</u>
	doubling rule When the final syllable of a word is accented and ends with one vowel and one consonant, double the final consonant before adding a vowel suffix.	hit<u>ting</u>, runn<u>er</u>
CHANGING RULE	If a root word ends with vowel *y* after a consonant, change *y* to *i* before adding a suffix (except those suffixes that begin with *i*).	sill<u>iness</u>, happ<u>ier</u>, pl<u>ayed</u>, t<u>oying</u>
FINAL /CH/ RULES	*tch* after a short vowel *ch* after anything else	m<u>atch</u>, st<u>itch</u> lu<u>nch</u>, <u>ouch</u>
FINAL /J/ RULES	*dge* after a short vowel *ge* after anything else	br<u>idge</u>, <u>edge</u> c<u>age</u>, lu<u>nge</u>
FINAL /K/ RULES	*ck* after a short vowel *k* after a consonant or a vowel digraph *ke* after a long vowel *c* in words with two or more syllables	bl<u>ack</u> ba<u>nk</u>, l<u>ook</u> t<u>ake</u> Atlanti<u>c</u>, picni<u>c</u>
FINAL /S/ RULES	*ss* after a short vowel *ce* after a long vowel *se* after a consonant or a vowel digraph	gr<u>ass</u> <u>ice</u> ri<u>nse</u>, l<u>oose</u>
FINAL /V/ RULE	All words that end with the /v/ sound are spelled *ve*.	ha<u>ve</u>, li<u>ve</u>, sol<u>ve</u>, wa<u>ve</u>
FLOSS RULE	When a one-syllable root word with a short vowel sound ends with the sound /f/, /l/, or /s/, it is usually spelled *ff*, *ll*, or *ss*.	p<u>uff</u>, sn<u>iff</u> h<u>ill</u>, w<u>ell</u> b<u>oss</u>, p<u>ass</u>

	RULES	EXAMPLES
J AND G RULES	*j* before *a*, *o*, or *u* *g* before *e*, *i*, or *y*	j̲am, j̲oke, j̲ug g̲erm, g̲iant, stingy̲
K AND C RULES	*k* before *e*, *i*, or *y* *c* before *a*, *o*, *u*, or any consonant	k̲eg, k̲id, milky̲ c̲at, c̲ot, c̲ut, c̲lip, c̲rop

	LETTERS	CODEMARKS	EXAMPLES
FINAL, STABLE SYLLABLES	ble	[bl¢	bub̲le
	cious	[cious	delic̲ious
	cle	[cl¢	unc̲le
	dle	[dl¢	cand̲le
	fle	[fl¢	ruff̲le
	gle	[gl¢	bug̲le
	kle	[kl¢	spark̲le
	ple	[pl¢	stap̲le
	sion	[sion	televis̲ion, miss̲ion
	sle	[sl¢	hass̲le
	tion	[tion	lot̲ion
	tious	[tious	nutrit̲ious
	tle	[tl¢	bott̲le
	tur	[ture	pict̲ure
	zle	[zl¢	puzz̲le

Pronunciation Chart

LETTERS	SOUNDS	EXAMPLES
a	/ă/	<u>a</u>pple
	/ā/	<u>a</u>corn
	/ŭ/	b<u>a</u>nan<u>a</u>
	/ŏ/	w<u>a</u>llet
b	/b/, not /bŭh/	<u>b</u>alloon
c	/k/, not /kŭh/	<u>c</u>at
	/s/, not /sŭh/	<u>c</u>ircle
d	/d/, not /dŭh/	<u>d</u>og
e	/ĕ/	<u>e</u>lephant
	/ē/	<u>e</u>qual
f	/f/, not /fŭh/	<u>f</u>ish
g	/g/, not /gŭh/	<u>g</u>oat
	/j/, not /jŭh/	<u>g</u>iraffe
h	/h/, not /hŭh/	<u>h</u>at
i	/ĭ/	<u>i</u>nch
	/ī/	<u>i</u>cicle
j	/j/, not /jŭh/	<u>j</u>ar
k	/k/, not /kŭh/	<u>k</u>ite
l	/l/, not /lŭh/	<u>l</u>ion
m	/m/, not /mŭh/	<u>m</u>onkey
n	/n/, not /nŭh/	<u>n</u>est

LETTERS	SOUNDS	EXAMPLES
o	/ŏ/	<u>o</u>ctopus
	/ō/	<u>o</u>veralls
	/ŭ/	sp<u>o</u>nge
p	/p/, not /pŭh/	<u>p</u>ig
q	/kw/	<u>q</u>uilt
r	/r/, not /rŭh/ or /er/	<u>r</u>abbit
s	/s/, not /sŭh/	<u>s</u>un
	/z/, not /zŭh/	ro<u>s</u>e
t	/t/, not /tŭh/	<u>t</u>ent
u	/ŭ/	<u>u</u>mbrella
	/ū/	<u>u</u>nicorn
	/oo/	r<u>u</u>le
v	/v/, not /vŭh/	<u>v</u>est
w	/w/, not /wŭh/	<u>w</u>agon
x	/ks/	fo<u>x</u>
y	/y/, not /yŭh/	<u>y</u>arn
	/ī/	cr<u>y</u>
	/ē/	cand<u>y</u>
	/ĭ/	s<u>y</u>mbol
z	/z/, not /zŭh/	<u>z</u>ebra

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 meaning or usage of the word; a prefix or suffix
blend	two consonants that slide together so smoothly that you can hardly hear each sound
bossy *r*	a letter *r* that follows a vowel and changes the sound that vowel would normally make (e.g., a<u>r</u>m)
bossy *w*	a letter *w* that appears before certain letters and changes the sounds those letters would normally make (e.g., <u>w</u>orm)
breve	a coding mark used to indicate a vowel's short sound (e.g., ă)
cedilla	a coding mark on the letter *c* to indicate its soft sound (e.g., çent)
changing rule	a spelling rule stating that when a root word ends with the vowel *y* after a consonant, change *y* to *i* before adding a suffix, except for suffixes beginning with *i* (e.g., sill<u>i</u>ness)
code	to mark a word with symbols (e.g., breves, macrons) to give information about how to pronounce it
combination	two letters that come together to make an unexpected sound (e.g., <u>qu</u>ick)
consonant suffix	a suffix that begins with a consonant (e.g., -<u>l</u>ess)
derivative	a root word with an affix added to it
digraph	two letters that come together to make one sound (e.g., lo<u>ck</u>)
diphthong	two vowel sounds that come together so fast that they are considered one syllable (e.g., c<u>oi</u>n)
doubling rule	a spelling rule stating that when the final syllable of a root word is accented, and it ends with one vowel and one consonant, double the final consonant before adding a vowel suffix (e.g., hit<u>t</u>ing)
dropping rule	a spelling rule stating that when a root word ends with a *silent e*, drop the *e* before adding a vowel suffix (e.g., mak<u>i</u>ng, serv<u>e</u>d)
final	the last sound or letter(s) in a word
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 *f*, *l*, and *s* are doubled after a short vowel in a one-syllable root word (e.g., pu<u>ff</u>, hi<u>ll</u>, bo<u>ss</u>)
ghost letters	letters whose sounds are no longer pronounced in certain letter combinations (e.g., <u>g</u>nat, <u>k</u>nife, <u>w</u>rote)
initial	the first sound or letter(s) in a word
k-back	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., ā)
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 or a root word that changes the meaning or usage of the word
quadrigraph	four letters that come together to make one sound (e.g., sl<u>eigh</u>)
regular for reading	a term used to describe a sound that a letter or group of letters makes at least 85% of the time, and so is dependable (*ch* = /ch/ is regular for reading; *ch* = /k/ is not)
regular for spelling	a term used to describe a spelling that occurs at least 85% of the time, and so is dependable (/ch/ = *ch* is regular; /k/ = *ch* is not) These are the spellings children should use if they don't know the correct spelling.
root word	a word with no prefix or suffix added; may also be referred to as a *base word*
schwa	a coding mark placed over a vowel to indicate the /ŭ/ sound that is usually shown in dictionaries as an upside-down *e* (e.g., sᵒn)
sight word	a word in which all or part does not follow phonetic rules
silent *e*	an *e* that makes no sound that is usually found in the final position of an English root word (e.g., hors<u>e</u>)
sneaky *e*	the *e* in vowel rule v̄–e̸; it makes the vowel say its long sound (e.g., mak<u>e</u>); also referred to as a *silent e*
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., th<u>igh</u>)
twin consonants	two adjacent, identical consonants (e.g., hill)

voice line	a horizontal line through the middle of a letter, representing a voiced sound (e.g., s̶)
voiced sound	a sound that requires use of the vocal cords; a vibration is felt
vowel rules	rules that determine a vowel's sound in a given situation in a syllable: 1. a vowel followed by a consonant is short; 2. a vowel that is open and accented is long; 3. *vowel–consonant–e*, where the *silent e* makes the vowel long
vowel suffix	a suffix that begins with a vowel (e.g., -ing)
wild colt words	words containing the letters *i* or *o* followed by two consonants in which the vowels are pronounced with their long sounds (e.g., wild) rather than the expected short sound

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