



# Instructional Overview

Grade K





# INSTRUCTIONAL OVERVIEW

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# About Saxon Reading Foundations K

*Saxon Reading Foundations K* 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 K*.

### Teacher Materials

#### Teacher's Manual

The **Teacher's Manual** is organized into two volumes, which contain the Kindergarten **Scope and Sequence** and the 120 *Saxon Reading Foundations K* lessons. All 120 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.

#### 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.

### 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 differentiation 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. It 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** provides words that most kindergartners will be able to read as they progress through the program; the **Spelling Word List** consists of words that most kindergartners will be able to spell. Both word lists can be found on Flight. Words are arranged in the order that the letters/letter clusters, sounds, and other concepts in each word 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. 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 K* 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**, and **Sight Word 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.

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.



**NOTE:** To shuffle the **Picture Deck**, any cards that contain the exact same letter or letter cluster should always remain together. Some of these cards must also be shown in a particular sequence. The sequence required is indicated in the lessons, on the cards themselves, and in the list below:

2, 4	(short and long sounds of o)
8, 9	(short and long sounds of a)
12, 13	(short and long sounds of i)
20, 21	(short and long sounds of u)
24, 25	(short and long sounds of e)
35, 36	(voiced and unvoiced digraph th)
44, 45	(two sounds of digraph oo)

The **Picture Deck** may 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 in one of the discard piles. (It does not matter which one.) When you complete the deck, simply stack one discard 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.

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.

## Phonological Awareness (PA) Picture Deck

**PA Picture Cards** are provided for use in some of the Phonological Awareness activities. They have been added to provide appropriate levels of support within robust scaffolded instruction.

## Kid Cards

Three **Kid Card Decks**—**Orange Letter Cards**, **Red Picture Cards**, and **Purple Word Cards** (which match red pictures)—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 its concept is introduced. The three 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. See the **Resources for Differentiation Guide** for suggestions of games of varying difficulty levels that children can play 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

Before teaching any lessons, hang the set of forty-three **Alphabet Wall Cards** where children can easily refer to them. These cards feature the letters of the alphabet and keyword illustrations. Vowels appear in red and consonants in black to reinforce the two kinds of letters that make up the alphabet. You’ll want to reveal the content on each card only as it is introduced, “hiding” cards for which content has not yet been taught either by hanging the cards backward or covering them each with a sticky note.

### Sight Word Deck



### Phonological Awareness (PA) Picture Deck



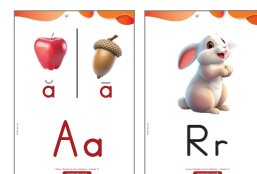
### Orange Kid Card



### Red and Purple Card

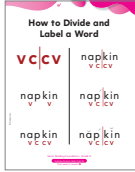


### Alphabet Wall Cards

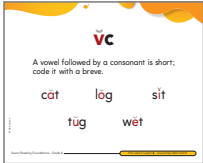




## Syllable Division Wall Card



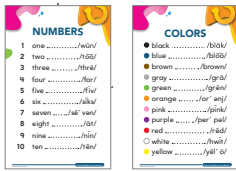
## Vowel Rule Wall Card



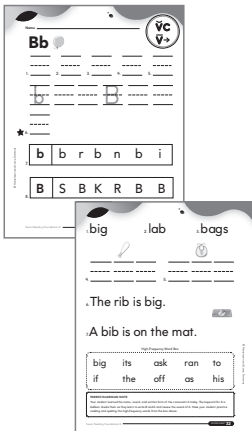
## Wriley Posters



## Color and Numbers Posters



## Worksheet



## Syllable Division Wall Cards

This classroom material outlines the procedure for dividing a vccv word into syllables for children who are ready to read longer words. It will be posted and discussed once this concept is introduced.

## Vowel Rule Wall Cards

A set of three wall cards explains the rules for coding vowels. Post and discuss these cards as the concepts are introduced.

## 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.

## Colors and Numbers Posters

The **Colors Poster** lists the names, pronunciations, and 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.

## Student Materials

### Student Workbooks

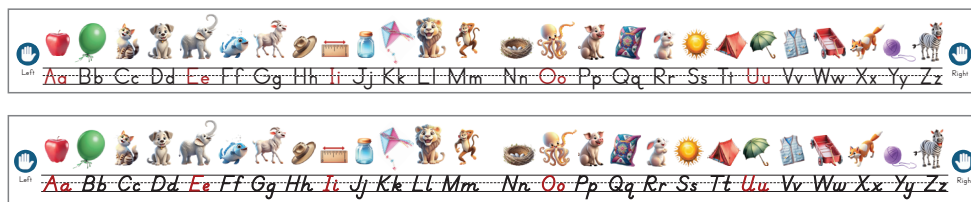
Each child is provided with five **Student Workbooks** that include worksheets for students to complete in class. These worksheets contain a variety of exercises that reinforce new learning, review previously taught material, and serve as tools for tracking student progress. Most worksheets include handwriting lines for reviewing spelling sounds and exercises that practice letter identification and decoding and encoding words. Worksheets are designed to be sent home daily and include a set of high-frequency words for students to read to someone outside of school, as well as a brief note to parents or guardians summarizing what their child learned that day.

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.

## Alphabet Handwriting Strips

Each child is given an **Alphabet Handwriting Strip**, featuring the alphabet in both Saxon block-style (on one side) and continuous-stroke-style lettering (on the other side), which should be available to children for all lesson activities. 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.

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.

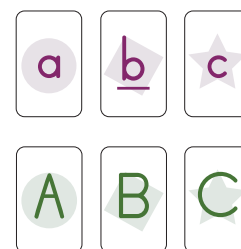


## Letter Tiles

Individual Student Kits include a set of 32 **Letter Tiles**, which may be used for alphabet activities and spelling review. Each set includes every letter of the alphabet, an additional *e*, *f*, *l*, *o*, and *s* tile, as well as one blank tile. The tiles have green capital letters on one side and purple lowercase letters on the other, and each set features one of four background patterns—stars, circles, squares, and triangles—to enable children to work in small groups without mixing up their tiles.

As indicated in the lessons, the tiles should be distributed as letters are taught. Before teaching Lesson 11, in which the first seven **Letter Tiles** are introduced (*l*, *o*, *g*, *h*, *t*, *p*, *a*), place each **Letter Tile** into a separate container, such as a plastic tub, zip-top bag, or small box, for each child in your class. As tiles are added throughout the year, be sure to group like patterns together. (Only those letters that children have learned will be used in any given lesson.)

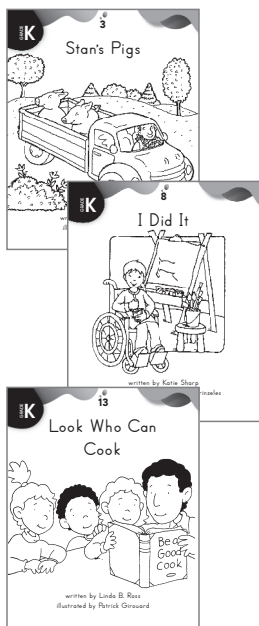
Letter Tiles



## Decodable Readers

Across the year, each child will receive a total of 16 **Decodable Readers** intended to help them practice basic reading concepts. These fiction and nonfiction stories are controlled texts: they use only the 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. Decodable reader lessons

## Decodable Readers



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

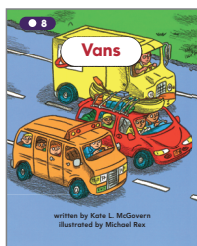
Because most guardians will expect their child to be able to read any readers that come home, only send home a reader with a child once you know they can read it successfully. If you determine that a child is not ready to read the readers as they are introduced, retain them until they have had more practice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

## Fluency Readers

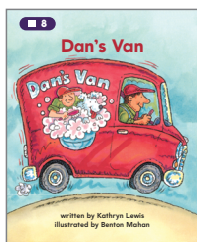
**Fluency Readers** may be read independently or in small groups and provide explicit, systematic practice to help children develop reading fluency. Fluency lessons include instruction for teaching print awareness, previewing story vocabulary, and checking children's understanding.

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 8



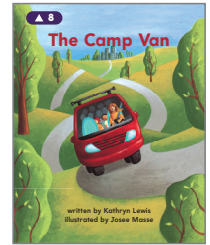
### Level B Fluency Reader 8



- › **Level A Fluency Readers** (two sets included with the Classroom Materials Box) 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.
- › **Level B Fluency Readers** (four sets included with the Classroom Materials Box) These readers incorporate syntax, sentence lengths, and total word counts that most kindergartners will find accessible. They are designed to provide engaging grade-level content that the majority of children can read confidently and successfully.

- › **Level C Fluency Readers** (two sets included with the Classroom Materials Box) Designed to match the independent reading level of children with advanced reading skills or those who enter school already reading, these readers contain more challenging text: longer sentences, significantly higher word counts, and more complex syntax.

Level C Fluency Reader 8



## 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 their parents or guardians.

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

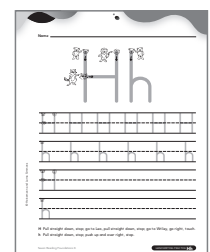
## Handwriting Practice

*Saxon Reading Foundations K* includes handwriting instruction to support students with letter formation pathways that support students' development with spelling and writing. To help you introduce kindergartners to various handwriting and reading concepts, see the **Handwriting Instruction Guide** for use in conjunction with four 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 K* 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.

Four kinds of practice pages are provided:

- › **Prehandwriting Practice** pages teach children how to form the eight strokes essential to forming all letters of the alphabet, and can be found on *Flight*.
- › **Letter Tracing Practice** and **Handwriting Practice** pages give children opportunities to practice forming capital and lowercase letters. Both can be found on *Flight*; **Handwriting Practices** are also found in the **Student Workbooks**.
- › **Sight Word Handwriting Practice** pages reinforce the correct spellings and recognition of those nonphonetic words, and can be found on *Flight*.

Handwriting Practice Hh



## Color Words Practice

In addition to the **Colors Poster** you'll display for children, you'll find **Color Words Practice** pages on Flight that provide additional 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 K* provides a phonics 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** (on Flight) to help you determine children's levels of phonological and phonemic awareness.

## Following the Scope and Sequence

The updated pacing for *Saxon Reading Foundations K* teaches a letter (or new phonics concept) generally each day. Lessons are designed to progress in an intentional order. Do not skip a letter 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.

Lessons run in three-week cycles. Assessments occur every 12 lessons. Review lessons precede each assessment and cover the content that will be assessed. Later in the year, there are additional Review lessons that target specific skills.

Ideally, four lessons should be completed each week, using the suggested reinforcement activities to strengthen areas of need. The fifth day of the week may be used to reteach a difficult lesson, remediate, or meet special school-district objectives.



# 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.

- › Note that the lessons include multiple kinesthetic activities. For alternate activities to accommodate all learners, please consult the **Resources for Differentiation Guide**.
- › Allow children who can read easily and independently to do so, providing additional reading material, such as appropriately 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 assisted with 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 some lessons are designed to support children at three levels. Integrate these activities into your classroom routines when possible. Work with one of the group levels 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**. 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 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. This work may be shared with their group or with 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 you in teaching a wide range of multilingual learners appropriately. These helpful strategies or activities can be incorporated into your teaching to ensure that multilingual learners can access lesson content and practice skills. For even more information on supporting these students, 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 and sounds that have been taught. This provides immediate reinforcement of concepts learned and also ensures that children experience continued success as they learn letter names and sounds. The worksheets begin with single words and then progress to adding new letters and sounds as they are taught. The decodable and fluency readers follow a similar pattern of incremental development. **In order for this program to work effectively, children should review all letters and sounds that have been taught and then 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**. Always allow them to refer to the **Wall Cards** 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 children should code and read. As children review and master phonetic concepts, they might not need to code every word in order to read it. Children should use coding 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**.



### A NOTE ABOUT PRONUNCIATION

*The phonetic spellings used in Saxon Reading Foundations K 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. Likewise, the applicable coding and phonetic spellings used in the program reflect a standard pronunciation. Although they will apply to many areas where dialects are spoken, some coding might cause confusion for your class. If so, consider adjusting it in those few instances 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 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.

## Classroom Management

Conducting the Lesson Warm-Up and teaching the New Increment should take between 15 and 25 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, then 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.

- › 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 booklet. 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/?"
- › 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

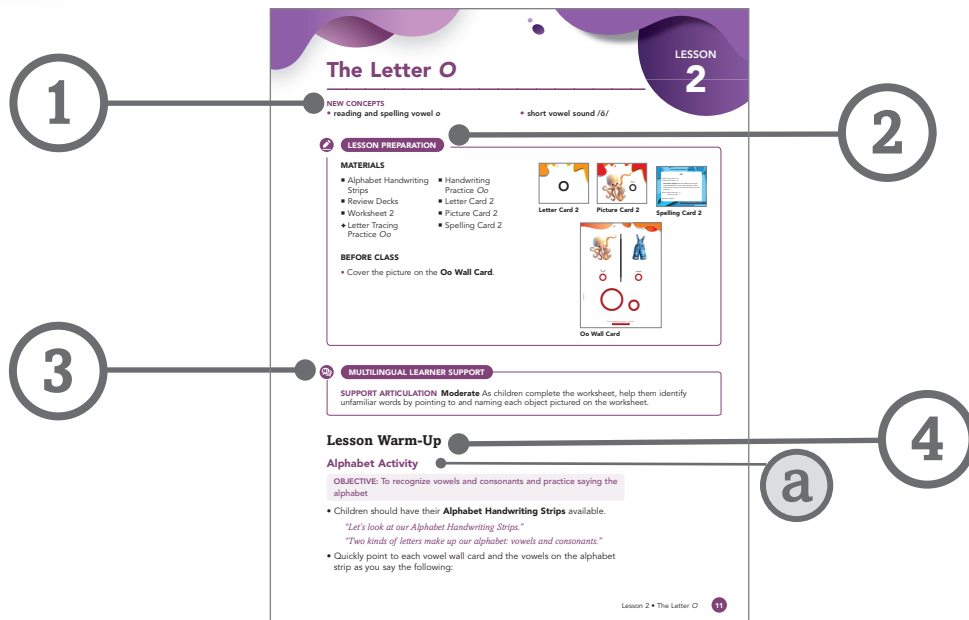
*Saxon Reading Foundations K* includes five different types of lessons: Letter/Spelling Pattern lessons; Decodable Reader lessons; Fluency Reader lessons; Review lessons; and Assessment lessons. The following presents the organization and content that appear in lessons. Letter/Spelling Pattern lessons are the most common lesson type, and include most of the elements outlined below. The following presents the organization and content that appear in most lessons.

**NOTE:** Some lessons feature variations of these elements.



*Review lessons are very similar to the letter lesson structure with one exception: the lack of a new increment. The Decodable and Fluency Reader lessons begin with the Phonological and Phonemic Awareness and move directly into reader instruction with Words to Know, Print Awareness, and Understanding the Story. (Some Decodable Reader lessons provide skywriting practice following Phonological/Phonemic Awareness.) Additional Fluency Activities appear in the Fluency Reader lessons.*





## ① New Concept

Any new content introduced in a lesson will be noted at the top of that lesson.

## ② 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.

## ③ Multilingual Learner Support

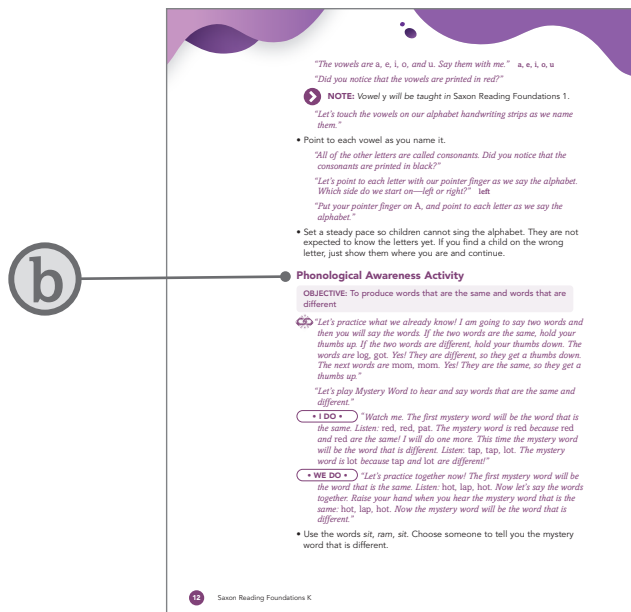
Before starting each lesson, preview the Multilingual Learner Support tip for guidance on how to help multilingual learners understand and practice lesson content as you teach the lesson. Most of the support tips can be seamlessly integrated into each lesson and include suggestions for when to define 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.

## ④ 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



playing alphabet games. These activities not only teach the alphabet sequence, they also develop retrieval skills. If children ever forget any letters, they have some means of identifying them without guessing or asking someone else.

## ② 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.

Daily phonological and phonemic awareness 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. A set of instructional routines spans all phonological awareness instruction: Thumbs Up, Thumbs Down; Picture Match; Picture Sort; Pat/Clap/Tap It; Mystery Word/Sound; Show Me (words in sentences/syllables/onset-rime/phonemes). These instructional routines:

- › Can be accomplished whole-class 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.

### © Daily Letter and Sound Review

The Daily Letter and Sound Review uses the **Review Decks** to give children practice recognizing letters and sounds and a few commonly used nonphonetic words. The cards are introduced in small numbers throughout the year and then practiced daily thereafter.

### d Spelling Sound Review

Children begin by echoing the sounds for letters on the **Spelling Cards** chosen for review, naming the letters that make those sounds, and writing the letters that spell the sound on their worksheets. As the year progresses, children learn to write complex spelling patterns such as *ā-e* (a consonant e) and to write high-frequency words.

## 5 New Increment

In *Saxon Reading Foundations K*, each new increment is presented using multisensory techniques explained through instruction and the use of various classroom and student materials. New Increment sections introduce children to the name and written forms of letters, letter clusters, and sight words. Children are guided to skywrite, trace, and write on lesson worksheets and targeted handwriting practice worksheets. New keywords are introduced to help reinforce the letters, their sounds, and written forms. **Picture, Letter, and Spelling Deck Cards**, as well as **Wall Cards**, are used in every lesson to bolster instruction.

*"Yes! The mystery word is ram because ram is different from sit."*

• YOU DO • *"Now it's your turn!"*

- Say the following words in groups of three as children listen: mat, mat, lip; led, hog, led; tot, tot, had. Ask them to raise their hands to identify the word that is the same and then have them say the word. Repeat the process for the word that is different.

**Daily Letter and Sound Review**

OBJECTIVE: To practice letter recognition and letter sounds

- Review the **Letter and Picture Decks**.

**Spelling Sound Review**

OBJECTIVE: To practice spelling letter sounds

- Seat children in small groups where they can write comfortably.
- Distribute **Worksheet 2**.
- Review **Spelling Card 1**. Children should echo the sound (/l/), name the letter that makes it, and write the capital letter (L) on line 1 on their worksheets. Follow the instructions on **Spelling Card 1** (using the hand signals).

*"Put your finger on #1."*

- If necessary, hold up a child's worksheet and point to the number 1.

Echo /l/ : /l/

*"What letter makes this sound?" 1*

*"Write the capital letter L on the line by #1."*

- If necessary, after giving the children a chance to write their answers, write the letter on the board.
- Check these sheets for accuracy.

**New Increment: The Letter O**

*"Listen to these words and see if you can tell me what sound they all start with: on, off, octopus." /o/*

*"That's right. The sound you hear is /o/."*

*"The letter we will be learning about today is the letter o. O is a vowel. /o/ is the short sound of the vowel o."*

*"All vowels have at least two sounds, a short sound and a long sound. We will learn about the long sound of o later."*

*"I'll say the sound and then you echo it. Echo /o/." /o/*

*"/o/ is the short sound of the letter o."*

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"The keyword octopus helps us remember the /o/ sound because it begins with /o/."

"Remember, vowels have at least two sounds. The /o/ sound is the short sound of the vowel o."

- Point to the mark over the letter o on the picture card.

"This mark is called a breve. A breve tells you that the sound of the vowel is short."

**PRONUNCIATION NOTE:** The word breve may be pronounced with either a long or short e. (The long e is the more common pronunciation.)

"Get out your worksheet and put your finger on #2 beside the star."

- If necessary, help children find the #2.
- Follow the instructions on **Spelling Card 2** (using the hand signals introduced in Lesson 1).

"Echo /o/." /o/

"What letter makes this sound?" o

"Write the lowercase letter o on the line by #2."

- If necessary, write a lowercase o on the board for children to copy. (Allow time for them to write the letter independently before providing any hints.)
- Add the three new cards to the **Review Decks**.

**Application and Continual Review**

"Look at the letters in the box on your worksheet beside #3. Do you see any lowercase o's?" yes

"Circle all of the lowercase o's."

"Look at the letters in the box on your worksheet beside #4."

"Circle the capital O's."

"Now turn your page over. Look at the pictures. Do you see a picture of an octopus?" yes

- Hold up a worksheet and point to the location if children are having trouble finding #1 on the worksheet.

"What sound do you hear at the beginning of octopus?" /o/

"What letter makes the short /o/ sound?" o

"Write the lowercase letter o on the line beneath the picture of an octopus."

- Repeat with #2 (off) and #3 (leaf).
- Check each child's worksheet and have them correct it before sending it home for parents or guardians to review.

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**OPTIONS FOR DIFFERENTIATION**

SUPPORT	REINFORCE	EXTEND
<p>For children who are struggling to recognize and form letter o, including children who show signs of dyslexia, have them practice the letter shape with kinesthetic movements.</p> <ul style="list-style-type: none"> <li>Have children stand facing you, each standing an arm's length apart.</li> <li>Use the <b>Oo Wall Card</b> to review capital O, lowercase o, the /o/ sound, and the keyword (octopus).</li> <li>Discuss the letter shapes with children. "What does a capital O look like? A lowercase o? How are they the same or different?"</li> <li>Model the capital O and lowercase o yoga poses.               <ul style="list-style-type: none"> <li>Capital O: Raise your arms over your head and form a large circle, resembling a capital O.</li> <li>Lowercase o: Raise your arms above your head and grasp your elbows to resemble a lowercase o.</li> </ul> </li> <li>Invite children to practice the yoga poses. Lead children in moving back and forth between these poses several times.</li> </ul>	<p>For children who are learning to write letter o, have them practice tracing letter o on a vertical surface.</p> <ul style="list-style-type: none"> <li>In advance, trace or stamp capital O's and lowercase o's all over a four- to six-foot piece of butcher paper. You can make the letter o's using disposable cups. Trace them with markers or coat the edge with ink pads in two or three colors. Use the top of the cup for capital O and the bottom of the cup for lowercase o.</li> <li>Tape the butcher paper to a vertical surface like the wall or the board.</li> <li>Review the /o/ sound and keyword with the children.</li> <li>Have children trace the letter o with different colors of paint using medium-sized paintbrushes.</li> </ul>	<p>For children who have mastered connecting the letter o to the /o/ sound, extend their learning by having them identify words that start with the /o/ sound.</p> <ul style="list-style-type: none"> <li>In advance, make a list of words that start with /o/, such as off, on, otto, octopus, olive, and odd. Next to each word, write one to three words that do not start with /o/. (For words that contain the letter o, see the <b>Reading Word List</b>.)</li> <li>Teach children the capital O yoga pose. Raise your arms over your head and form a large circle, resembling a capital O. Demonstrate and lead children in practicing this pose a few times.</li> <li>Instruct children that when they hear a word from the list that starts with /o/ they should do the capital O yoga pose. "I'm going to read some words aloud. When you hear a word that starts with the sound /o/, do the O pose."</li> <li>Read the words aloud, starting slowly and then going faster.</li> </ul>

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## ⑥ Application and Continual Review

Worksheets help children 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. 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.

Because worksheets are part of the initial learning experience rather than a reflection of what has already been learned, worksheets should not be graded. However, children should correct any errors before taking their papers home. It is essential that children practice blending words aloud to someone every day. Worksheets provide good sources of content for them to practice.

## 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. Always read through the activities before you do them so you know what skills they support or what resources you may need to prepare.

## OPTIONS FOR DIFFERENTIATION: LEVELS EXPLAINED

● SUPPORT	■ REINFORCE	▲ EXTEND
For children who are <b>struggling to learn</b> a particular skill or concept.	For children who demonstrate <b>on-level</b> comprehension of a concept or acquisition of a skill.	For children who demonstrate <b>above-level</b> mastery of a concept or skill.

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 or guardians.

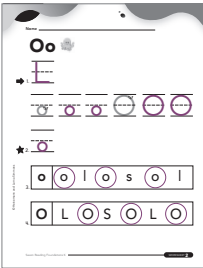
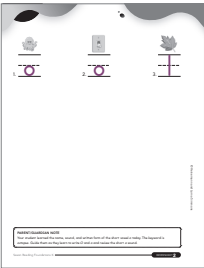
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### School/Home Reinforcement

Send the following home with children at the end of the day:

- Worksheet 2
- Handwriting Practice Oo

LESSON 2

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**NOTE:** In Assessment lessons, Written (Whole Class) and Oral (One-on-One) Assessment instruction take the place of the New Increment and Application and Continual Review. Though the Options for Differentiation chart is absent, suggested remediation appears at the end of the Teacher Response Page in the **Teacher's Assessment Workbook**.

# Assessment, Grading, and Remediation

## Assessments

Assessments are vital to the success of teaching *Saxon Reading Foundations K*. Tracking student progress provides information that supports planning targeted, individualized, and immediate remediation to ensure continuous learning and growth. Designed to be diagnostic tools rather than grading tools, various assessments are provided across the program to help you 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 aims to identify 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

Oral and written assessments occur every 12 lessons. Children are considered successful if they answer at least 80 percent of questions correctly. If a child does not achieve 80 percent accuracy on any given assessment, identify the concepts they find difficult and spend extra time reinforcing them. The Teacher Response Page 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. The **Resources for Differentiation Guide** provides games and activities that offer leveled support for concepts and skills.

## Sight Word Evaluations

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 **Informal Fluency Assessments** will help you measure children's reading abilities, identify areas for reinforcement, and monitor their progress. You may assess children informally at any time by listening to them read and recording your observations on the form provided. An **Informal Fluency Rubric** is available in the **Teacher's Assessment Workbook**. Use the results of this ongoing assessment to guide instruction as you help children work toward fluency benchmarks. For complete information on assessing fluency, 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. Individual student charts are in the **Teacher's Assessment Workbook**; whole-class forms are available on Flight.

## 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 should never be graded, check children's work for accuracy and have them correct any errors before sending the papers home for parents or guardians to review.

Finally, when assessing children's work, assign partial credit wherever possible, and take into account children's abilities. Children should never be made to feel that they have failed at any activity.

## Importance of Kid Cards as Remediation Tools

Assessments occur every 12 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	<b>SHORT VOWELS</b> vowel rule: $\check{v}c$ <i>A vowel followed by a consonant is short.</i>	a	$\check{a}$	h <u>a</u> t
		e	$\check{e}$	pe <u>t</u>
		i	$\check{i}$	pi <u>g</u>
		o	$\check{o}$	to <u>p</u>
		u	$\check{u}$	gu <u>m</u>
	<b>LONG VOWELS</b> vowel rule: $\bar{v} \rightarrow$ <i>A vowel not followed by a consonant is long.</i>	a	$\bar{a}$	<u>a</u>
		e	$\bar{e}$	he <u>e</u>
		i	$\bar{i}$	hi <u>i</u>
		o	$\bar{o}$	go <u>o</u>
		u	$\bar{u}$	flu <u>u</u>

	LETTERS	CODEMARKS	EXAMPLES
<b>VOWEL-CONSONANT-E</b> vowel rule: $\bar{v}-\emptyset$ <i>The silent e makes the vowel long.</i>	a-e	$\bar{a}-\emptyset$	ca <u>ke</u>
	e-e	$\bar{e}-\emptyset$	concr <u>ete</u>
	i-e	$\bar{i}-\emptyset$	di <u>me</u>
	o-e	$\bar{o}-\emptyset$	ho <u>se</u>
	u-e	$\bar{u}-\emptyset$	cu <u>be</u>

		LETTERS	CODEMARKS	EXAMPLES
DIGRAPHS	CONSONANT DIGRAPHS	ck	<u>ck</u>	du <u>ck</u>
		th	<u>th</u>	feath <u>er</u>
		th	<u>th</u>	thim <u>ble</u>
		sh	<u>sh</u>	sh <u>ark</u>
		ch	<u>ch</u>	chee <u>se</u>
	VOWEL DIGRAPHS <sup>†</sup>	oo	<u>oo</u>	hoo <u>k</u>
		oo	<u>oo</u>	too <u>th</u>
		ee	<u>ee</u>	shee <u>p</u>

<sup>†</sup> Complete coding (differentiating between the short and long sound of oo) is for the teacher's information only. Kindergartners are not required to code oo and oo.

	LETTERS	CODEMARKS	EXAMPLES
COMBINATIONS	qu ar er or	<u>qu</u> <u>ar</u> <u>er</u> <u>or</u>	<u>qu</u> ilt star <u>ar</u> butte <u>er</u> r hor <u>or</u> se

	LETTERS	CODEMARKS	EXAMPLES
Twin Consonants (optional for coding)	ss	s\$	mi <u>ss</u>

	RULES	EXAMPLES
K & C RULES	k before e, i, or y c before a, o, u, or any consonant	<u>ke</u> pt, <u>ki</u> d, mil <u>ky</u> cat, <u>co</u> t, <u>cu</u> t, <u>cl</u> ip, <u>cro</u> p
Final /k/ Rule	ck after a short vowel	bl <u>ack</u> , lo <u>ck</u> , ne <u>ck</u> , du <u>ck</u> , si <u>ck</u>



# Pronunciation Chart

LETTERS	SOUNDS	EXAMPLES
a	/ă/	<u>a</u> pple
	/ā/	<u>a</u> corn
b	/b/, not /bŭh/	<u>b</u> alloon
c	/k/, not /kŭh/	<u>c</u> at
d	/d/, not /dŭh/	<u>d</u> og
e	/ě/	<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
h	/h/, not /hŭh/	<u>h</u> at
i	/ĭ/	<u>i</u> nce
	/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

LETTERS	SOUNDS	EXAMPLES
n	/n/, not /nŭh/	<u>n</u> est
o	/ŏ/	<u>o</u> ctopus
	/ō/	<u>o</u> veralls
p	/p/, not /pŭh/	<u>p</u> ig
qu	/kw/	<u>q</u> uilt
r	/r/, not /rŭh/ or /er/	<u>r</u> abbit
s	/s/, not /sŭh/	<u>s</u> un
t	/t/, not /tŭh/	<u>t</u> ent
u	/ŭ/	<u>u</u> mbrella
	/ū/	<u>u</u> nicorn
	/ōō/	<u>u</u> rule
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
z	/z/, not /zŭh/	<u>z</u> ebra

# Glossary

<b>accent</b>	to place stress on a syllable in a word by saying it longer, louder, and with a higher pitch
<b>breve</b>	a coding mark used to indicate a vowel's short sound (e.g., <i>ă</i> )
<b>code</b>	to mark a word with symbols (e.g., breves, macrons) to give information about how to pronounce the word
<b>combination</b>	two letters that come together to make an unexpected sound (e.g., <i>qu</i> ick)
<b>digraph</b>	two letters that come together to make one sound (e.g., <i>l</i> ock)
<b>final</b>	the last sound or letter(s) in a word
<b>initial</b>	the first sound or letter(s) in a word
<b>macron</b>	a coding mark used to indicate a vowel's long sound (e.g., <i>ā</i> )
<b>medial</b>	the middle sound(s) or letter(s) in a word
<b>sight word</b>	a word in which all or part does not follow phonetic rules
<b>syllable</b>	a word or part of a word that contains only one vowel sound and is made by one impulse of the voice
<b>syllable division</b>	the breaking of a word into separate syllables to make decoding (pronunciation) easier
<b>voiced line</b>	a horizontal line through the middle of a letter, representing a voiced sound (e.g., <i>th</i> )
<b>voice sound</b>	a sound that requires use of the vocal cords; a vibration is felt
<b>vowel rules</b>	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– <i>e</i> , where the silent <i>e</i> makes the vowel long



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