saxon™
READING FOUNDATIONS

Program Overview

Explore how *Saxon Reading Foundations* helps students develop into strong readers through explicit, systematic phonological and phonemic awareness, phonics, and fluency instruction.

Grades K–2

What's Inside

Saxon Reading Foundations
K–2 is a success-oriented program that explicitly teaches phonological and phonemic awareness, phonics, and fluency in a way that is supported by scientific research and has been proven effective by years of classroom success. *Saxon*® utilizes a research-based approach to teaching foundational reading skills, incorporating the latest principles from cognitive science and proven methods in early literacy instruction. This approach has consistently proven to be effective for students of diverse ability levels, ensuring success in developing their literacy skills.

Foundational Skills Overview

EXPLICIT AND SYSTEMATIC PHONICS INSTRUCTION

Saxon Reading Foundations provides a coherent progression and systematic development of foundational reading skills across grade levels. Each grade encompasses a research-based Scope and Sequence that outlines the skills covered in the instruction and their logical, sequential order. Teachers have access to a comprehensive overview of the skills addressed on a weekly basis, enabling them to observe how these skills progressively build upon one another.

LESSON WARM-UP
Each day's lesson begins with activities that review previously taught material and prepare students for new learning.

OPTIONS FOR DIFFERENTIATION
Small-group activities at the end of each lesson support students at three different skill levels.

NEW CONCEPTS (PHONICS/PRINT AWARENESS)
New skills taught each week.

SIGHT WORDS
New Increment sections introduce sight words, decodable text reinforces understanding, and daily Sight Word review in the Lesson Warm-Up helps students build automaticity in reading.

Grade 1 Scope and Sequence

LESSON	LESSON WARM-UP			DIFFERENTIATION		NEW INCREMENT		APPLICATIONS AND CONTINUAL REVIEW	
LESSON TITLE	ALPHABET ACTIVITY	DAILY LETTER, SPELLING, AND SOUND REVIEW	PHONEMIC/ PHONOLOGICAL AWARENESS	OPTIONS FOR DIFFERENTIATION		NEW CONCEPTS (PHONICS/PRINT AWARENESS)	SIGHT WORDS	REVIEW	READERS
13 Blends	• Name each letter in alphabetical order	**Daily Letter and Sound Review** • Practice letter recognition • Practice affixes • Practice letter sounds • Practice sight words **Spelling Sound Review** • Spell letter sounds • Spell words	**New Concept:** • Blend onsets and rimes to form simple words	**Support:** identify which word in a pair begins with a consonant blend **Reinforce:** build consonant blends and add rimes to make words **Extend:** hear words and quickly read and identify the matching printed word		• Blends • The blends *pl*, *sl*, *sn*, *sp*, *spl*, and *st*		• Identify vowels and consonants • Blend sounds • Read *v̆c* and *v̄* → words	
14 The Letter *D*	• Use kinesthetic response • Practice the alphabet	**Daily Letter and Sound Review** • Practice letter recognition • Practice affixes • Practice letter sounds • Practice sight words **Spelling Sound Review** • Spell letter sounds • Spell words	**Review Concept:** • Blend onsets and rimes to form simple words	**Support:** learn to remember which direction lowercase *d* faces **Reinforce:** identify and read words with the letter *d* in context **Extend:** identify letters by their sounds		• Reading and spelling consonant *d* • Quotation marks • Speaker tags	*said*	• Identify vowels and consonants • Blend sounds • Review sentences • Identify capital and lowercase letters • Read *v̆c* and *v̄* → words	**Decodable Reader 2:** • Plan and Toss
15 Assessment	• Use kinesthetic response • Practice the alphabet • Identify vowels	**Daily Letter and Sound Review** • Practice letter recognition • Practice letter sounds **Spelling Sound Review** • Spell letter sounds	**New Concept:** • Segment simple words into onsets and rimes	Targeted remediation activities from the **Resources for Differentiation Guide**		• Apostrophe			**Fluency Reader 1:** • Level A: Spin, Spin • Level B: Dolls Spin • Level C: A Top and an Ant
16 The Letter *F*	• Review vowels • Review the alphabet	**Daily Letter and Sound Review** • Practice letter recognition • Practice affixes • Practice letter sounds • Practice sight words **Spelling Sound Review** • Spell letter sounds • Spell words	**Review Concept:** • Segment simple words into onsets and rimes	**Support:** distinguish between words that start with /f/ and words that do not **Reinforce:** spell and change words with letter *f* **Extend:** spell words with letter *f*		• Reading and spelling consonant *f* • The blend *fl*	*of*	• Read and spell words with blends *sn*, *sp*, and *st* • Read and spell words with suffix –*s* • Read *v̆c* and *v̄* → words • Identify voiced and unvoiced sounds • Identify vowels and consonants • Blend sounds • Review capital and lowercase • Review periods	

ALPHABET ACTIVITY
These activities include reciting the alphabet, alphabetizing, playing alphabet games, and learning about accents and syllabication.

PHONEMIC/PHONOLOGICAL AWARENESS
Updated phonological awareness activities in Flight better align to the Science of Reading. This includes skills such as words, syllables, onsets and rimes, and phonemes. Phonemic awareness focuses on individual sounds in words.

DAILY LETTER, SPELLING, AND SOUND REVIEW
Deck cards build and review skills including letter-sound correspondence, review of learned sound-spellings, review of sight words, and review of affixes and meaning.

REVIEW
Worksheets allow students to apply what they have learned and teachers to track their daily progress.

READERS
Fluency and Decodable Readers provide students with reading opportunities throughout the year.

Effective Research-Based Instruction Rooted in the Science of Reading

Saxon Reading Foundations' approach to teaching foundational reading skills is based on essential research in the Science of Reading and cognitive science. The program primarily focuses on teaching phonological and phonemic awareness, phonics, and fluency while building students' decoding skills. As students begin to establish a solid foundation in their early literacy skills, *Saxon* also incorporates the development of vocabulary and comprehension skills.
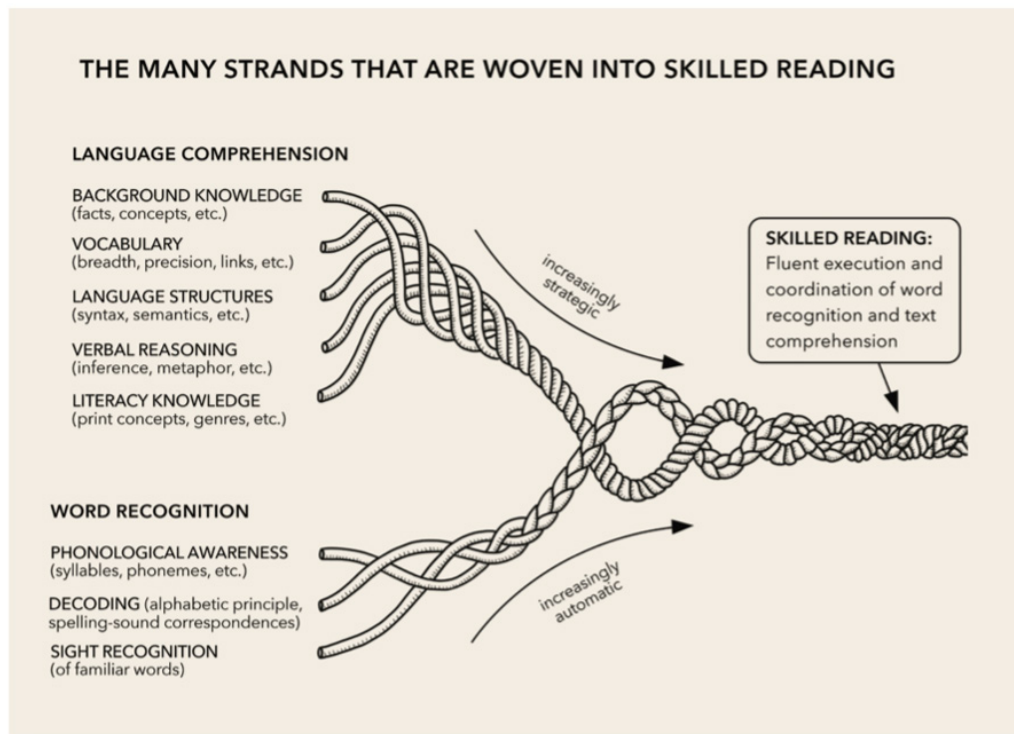
The image, used with permission from the Publisher, originally appeared in the following publication: Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman x D. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 97-110). Guildford Press. Permission conveyed through Copyright Clearance Center, Inc.

Review the Efficacy Studies
Scan the QR Code to discover how *Saxon Reading Foundations* helps elementary school students attain critical reading skills.

Review the Research Summaries
Scan the QR Code to view case study data compiled from 12 schools across the United States that implemented *Saxon Reading Foundations.*

Systematic and Explicit Instruction

EVIDENCE-BASED APPROACH FOR FOUNDATIONAL SKILLS DEVELOPMENT

Daily Direct Instruction

Saxon Reading Foundations offers systematic, explicit, and cumulative instruction, nurturing essential early literacy skills. The program prioritizes phonemic awareness, phonics, decoding, spelling, handwriting, and fluency, and ensures daily skill reinforcement through diverse practice opportunities and continual review. By employing an incremental development approach with progressively challenging content and ongoing review, *Saxon* enables students to achieve reading proficiency by third grade.

Grade 1 Lesson Overview

Lessons 1–10 Overview

LESSON	NEW CONCEPTS		REVIEW CONCEPTS
1 The Letter *N* Pages 3–13	• recognize alliteration • vowel and consonant • capital and lowercase • initial • voiced and unvoiced sounds • reading and spelling consonant *n*		
2 The Letter *O*, Part 1 Pages 14–23	• final • reading and spelling vowel *o* • short vowel sound /ŏ/ • breve	• coding • blending • the short vowel rule (v̆c) • table of contents • page numbers	• recognize alliteration • review initial position • read words with letter *n* • identify vowels and consonants
3 The Letter *O*, Part 2 Pages 24–33	• blend two syllables to form a word • long vowel sound /ō/ • macron • accent mark • the long vowel rule (v̄➔)		• review initial position • code and read words with letters *n* and *o* • identify vowels and consonants • review the short vowel rule (v̆c)
4 The Letter *T* Pages 34–43	• blend three syllables to form a word • reading and spelling consonant *t*		• review initial position • code and read words with letters *n* and *o* • blend sounds • review the short vowel rule (v̆c) • review the long vowel rule (v̄➔)
5 The Letter *P* Pages 44–51	• segment syllables in words with two syllables • reading and spelling consonant *p*		• review initial position • code and read words with letters *n*, *o*, and *t* • blend sounds • review the short vowel rule (v̆c) • review the long vowel rule (v̄➔)
6 The Letter *I* Pages 52–62	• segment syllables in words with three syllables • reading and spelling vowel *i* • short and long vowel sounds /ĭ/ and /ī/ • the word *I*		• code and read words with letters *n*, *o*, *p*, and *t* • spell words with *n*, *o*, *p*, and *t* • review the short vowel rule (v̆c) • review the long vowel rule (v̄➔) • identify vowels and consonants
7 The Letter *L* Pages 63–72	• identify first, middle, and last syllables • reading and spelling consonant *l*		• code and read words with letters *i*, *n*, *o*, *p*, and *t* • review the short vowel rule (v̆c) • review the long vowel rule (v̄➔) • identify vowels and consonants
8 The Letter *A*, Part 1 Pages 73–82	• add a final syllable • reading and spelling vowel *a* • short and long vowel sounds /ă/ and /ā/		• code and read words with letters *i*, *l*, *n*, *o*, *p*, and *t* • spell words with *a*, *i*, and *p* • identify vowels and consonants
9 The Letter *Z* Pages 83–90	• delete a final syllable • reading and spelling consonant *z*		• code and read words with letters *a*, *i*, *l*, *n*, *o*, *p*, and *t* • identify vowels and consonants
10 Assessment Pages 91–95	• delete an initial syllable		

LESSON OVERVIEWS

Lesson Overviews before every 10 lessons provide at-a-glance views, including new and review concepts covered during the lesson.

MEET THE AUTHOR

Lorna Simmons is a former special education teacher and author of *Saxon Reading Foundations*. Combining her years of formal training and classroom experience with her personal struggles to guide her own son to reading success, Lorna developed this immersive foundational reading program that has since helped over four million readers in all fifty states experience reading success.

Effective Instructional Support
TARGETED INSTRUCTIONAL ASSISTANCE MAXIMIZES LEARNING POTENTIAL

Built-in Scripting

Saxon Reading Foundations' effective instructional scripting offers valuable support to teachers of all experience levels, whether they are new to teaching foundational reading skills or highly experienced. For new teachers, the scripting provides a structured framework and clear guidance, ensuring confidence in delivering lessons. Meanwhile, experienced teachers benefit from the scripting by enhancing their instructional efficiency, ensuring consistency, and offering new insights and approaches to instruction.

Saxon's streamlined lesson plans, pre-prepared instructional materials, and organized resources free up teachers' time for instruction, individualized support, and student engagement. *Saxon* empowers teachers to maximize their time and energy, ultimately leading to more effective and efficient teaching experiences.

Grade 2 Teacher's Manual

OPTIONAL SCRIPTING
Optional, detailed scripting provides a scaffold for teachers as they introduce lessons and concepts.

New Increment: Combination *ar*, /er/ sound

"Echo these words and listen to the sound in the final position: dollar, collar, tartar." **dollar, collar, tartar**

"What sound do you hear in the final position?" **/er/**

"Look at these words and see what is making that sound."

• Write the words in a column on the board:

> dollar
> collar
> tartar

"What is making the /er/ sound?" **a and r**

"What is ar*?"* **a combination**

"I am really confused! I thought combination ar *said /ar/, like in the words* tar, mar, *and* star."

• Write these words in another column:

> tar
> mar
> star

"Let's code these words to see if we can figure out why the combination ar*'s are making two different sounds."*

• Have children help you code each word. The words should be coded as follows:

> dŏl´|lar   tar
> vc |cv
> cŏl´|lar   mar
> vc |cv
> tar´|tar   star
> vc |cv

• Point to the words in the second column.

"Are these words accented?" **yes**

"Why?" **each has only one syllable; all one-syllable words are accented**

"Let's accent these words."

Digital Experience
TAKE TEACHING TO NEW HEIGHTS WITH ALL-NEW DIGITAL RESOURCES

Welcome to *Saxon*: Teacher Materials

Saxon's teacher and classroom materials are now available on **Heinemann Flight,** which combines the best of technology, content, and instruction to customize the teaching and learning experience. Blended print and digital materials provide teachers with a seamless integration of resources, offering the flexibility to personalize instruction, utilize a wealth of supplemental materials, leverage classroom resources to enhance student engagement, and access teacher support resources such as tutorial videos and classroom modeling videos. This cohesive blend enhances the overall teaching experience, empowering educators to create dynamic and differentiated lessons that meet the diverse needs of their students.
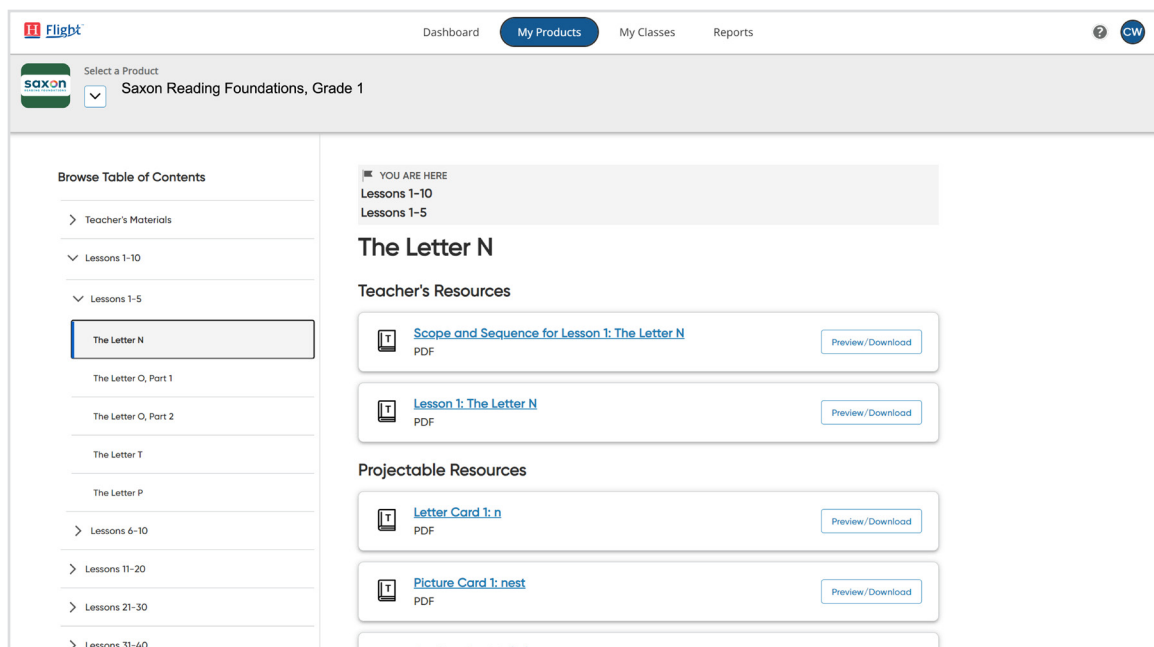
Key instructional materials are conveniently organized when teachers launch the program on Heinemann Flight for easy access and reference. These resources include:

- Instructional Overview
- Fluency Instruction
- Resources for Differentiation
- Handwriting Instruction
- Resources to Support English Learners
- Speaking and Listening Guide

- *NEW!* Revised Phonological/Phonemic Awareness Activities
- *NEW!* Phonics Assessment
- *NEW!* Decodable Passages (Grade 1 and 2)
- *NEW!* Morphology Extension Lessons (Grade 2)

Integrated Support Ensures Effective Implementation

Embedded Tutorial Videos

Short author-created tutorials are seamlessly incorporated within the instructional materials on Heinemann Flight, providing immediate access to expert guidance on topics such as:

- Gradual Release Models
- Flow of a Lesson
- How to Use Important Classroom Materials

Projectable Classroom Resources

Saxon's Review Decks and Wall Cards, conveniently organized on our online platform in PDF format, enable teachers to project them in the classroom, fostering increased classroom engagement and interactive learning experiences. By seamlessly integrating these resources into instruction, teachers can effortlessly guide students through comprehensive review sessions, reinforcing key concepts and promoting deeper understanding.

Picture Card
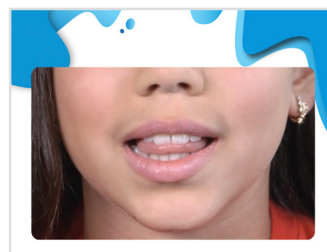
Spelling Card

Affix Card
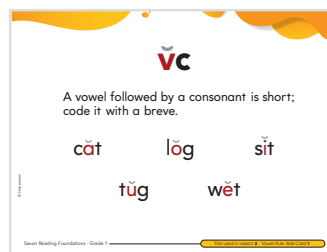
Vowel Rule Wall Card

Lesson Warm-Up

MULTISENSORY ACTIVITIES ENGAGE STUDENTS FOR EFFECTIVE LEARNING

Daily Routine

Each day's lesson begins with daily review activities that reinforce mastery of learned skills, allowing students to build new skills and integrate them with previously learned skills. By having students follow this familiar spiraled review routine, students know what is expected of them and feel comfortable developing independence and responsibility. This helps eliminate confusion, maximize classroom time, and make transitions between activities smoother.

PHONOLOGICAL/PHONEMIC AWARENESS
Updated Phonological/Phonemic Awareness activities have been revised to better align to the Science of Reading. These activities review skills necessary for identifying and manipulating parts of spoken language, such as words, syllables, onsets and rimes, and phonemes.

DAILY LETTER AND SOUND REVIEW
Review of sound-spellings and strengthening of letter-sound correspondence.

ALPHABET ACTIVITY
Activities that grow in complexity throughout the year and include reciting the alphabet, alphabetizing, playing alphabet games, and learning about accents and syllabication.

SPELLING SOUND REVIEW
Students learn high-utility, predictable strategies for spelling sounds and apply these strategies by reviewing the Spelling Deck and spelling words on their worksheets.

Phonological/Phonemic Awareness

INSTRUCTION, PRACTICE, AND REVIEW OF ORAL SYLLABLE AWARENESS SKILLS

Explicit Instruction

The Phonological Awareness instruction in *Saxon Reading Foundations,* newly updated to better align with Science of Reading research, follows the gradual release of responsibility model, and incorporates multisensory instruction and movement to engage all the senses while providing immediate corrective feedback.

Updated phonological and phonemic awareness activities have been integrated into all Kindergarten lessons and the first 70 lessons in Grade 1. The *Saxon* Phonological and Phonemic Awareness instruction in Kindergarten and Grade 1 now includes a research-based Scope and Sequence for instruction, explicit "I Do / We Do / You Do" gradual release in the activities, a new Phonological Awareness Review Deck for activities in Kindergarten, and new instructional routines to better help both students and teachers. The Phonemic/Phonological Awareness instruction in Grade 2 is comprehensive and covers a range of fundamental to advanced skills.

Articulation Support

Each Spelling Card, available in *Saxon's* Review Decks, includes an Articulation Support photo of a student modeling the mouth position for the sound featured on the card. The cards contain text instructions for teachers, providing guidance to students on how to accurately position their mouths and articulate each sound. This not only supports students in learning the sounds but also provides additional multisensory, kinesthetic support for beginning readers.
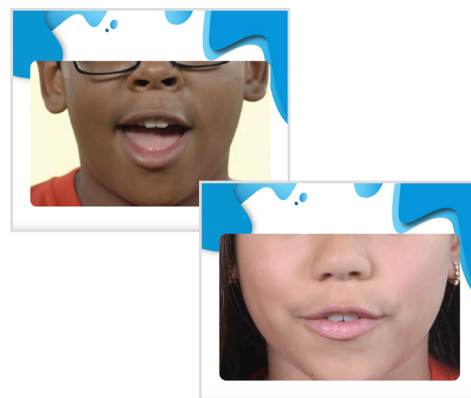
Phonics

EFFECTIVE PHONICS INSTRUCTION FOR EARLY READERS

Explicit, Incremental Instruction

Saxon Reading Foundations integrates the Orton–Gillingham language triangle (auditory, visual, and kinesthetic learning) into phonics instruction. Through engaging, multisensory activities, the program teaches important phonics principles like letters, sounds, spelling, and sight words. For example, students see the letter or letters, hear the sound, and write and say the sound pattern. Each lesson introduces a manageable phonics increment or concept, which is consistently reinforced. By breaking the content down into small, easily digestible chunks, *Saxon Reading Foundations* eases cognitive load for students, making them more successful readers, and allowing them time to digest concepts before new ones are introduced. This approach enhances reading and spelling skills, builds confidence, and prepares students for more advanced words.

Grade 1 Teacher's Manual

EXAMPLE WORDS
Teachers introduce new phonics skills by writing example words on the board. For new sound-spellings, affixes, and syllable types, an appropriate Review Deck will be shown to the illustrate the new phonics skill.

HANDWRITING
Students practice handwriting skills and learn letter shapes with multisensory activities.

PHONICS LESSONS
New phonics concepts are introduced in the "New Increment" section of lessons.

LETTER TILES
Tiles feature an uppercase side and lowercase side—the teacher specifies which side students use each day to practice letter recognition. Tiles are given as the letters are taught, focusing on learned letters.

Incremental Learning and Continual Review Ensure Skill Mastery

Review Decks

The Review Decks in *Saxon Reading Foundations* foster skill mastery through progressive learning and ongoing concept review. Students rotate through each deck for regular focused review, with new cards added as they acquire new skills. These decks are used for daily flash card activities, covering important phonics concepts like letters, sounds, spelling, and sight words.

Grade K Teacher's Manual

Handwriting *I*

- Write a lowercase *i* on the board on handwriting lines.

  "This is a lowercase letter i.*"*

  "Let's practice skywriting the lowercase letter i. *Watch me first and then you'll get to try."*

- Face the board and model skywriting the letter *i* by showing children how to position their pointer finger in the air without bending their wrist or elbow. As you skywrite, say the talk through to guide children and have them repeat it as they skywrite the letter.

  "Letter i: *Pull straight down, stop; dot."*

  TEACHER NOTE: *If children struggle to skywrite the letter properly, distribute* **Letter Tracing Practice Ii** *and have them trace the letter i using their pointer finger before continuing the writing practice.*

- Have children practice writing *i*'s on their worksheets. Children should name the letter each time they write it.
- Walk around the room and assist children whose *i*'s are improperly written.
- Write a capital *I* on the board, and let children skywrite and practice writing capital *I*'s on their worksheets. Use the talk through to guide children.

  "Letter I: *Pull straight down, stop; go to Leo, go right, stop; go to Wriley, go right, stop."*

- Have children complete **Handwriting Practice *Ii*** to practice forming capital and lowercase *i*'s in class or as homework.
- Have children set their work aside for use later in the lesson.

New Deck Cards for *I*

- Show **Letter Card 10** and have children name the letter.

  "Is i *a vowel or a consonant?"* vowel

  "Our new keyword for i *begins with* /ĭ/. *See if you can guess it."*

- Introduce the keyword *inch* with the following riddle:

  "This is something we use when we measure. It is marked on a ruler. It rhymes with pinch. *What do you think it is?"* inch

- Show **Picture Card 12** and uncover the picture on the **Wall Card**.

  "When you see this card, say 'inch, /ĭ/.'*"*

  "The keyword inch *helps us remember the* /ĭ/ *sound because it begins with* /ĭ/.*"*

Letter Card 10

Picture Card 12

- Point to the breve on the **Picture Card**.

  "The i *on this card has a breve on it to help us remember that* /ĭ/ *is the short sound of* i.*"*

  "Get out your worksheet and put your finger on #6 by the star."

- Follow the instructions on **Spelling Card 12**. Children should write a lowercase i beside #6.
- Add the three new cards to the **Review Decks**.

Spelling Card 12

Twin Consonants

- Write the following on the board:

  hill

  "Do you see a vowel in this word?" yes, an i

  "Do you see anything after the vowel i?*"* yes, two l's

  "How do we code a vowel that is followed by a consonant?" short; breve

  "Good answer! This vowel will be short because it is followed by a consonant."

- Code the *i* with a breve:

  hĭll

  "What sound does the short i *make?"* /ĭ/

  "What sound does the letter h *make?"* /h/

  "Let's blend the sounds in this word."

- As you blend the sounds in *hill*, note that the last two letters stand for the same sound. Explain that when there are two of the same consonants in a row, the second consonant sound is not repeated.

  "We can mark out the last letter so we'll remember to read only one of them."

- Cross out the second *l*:

  hĭll̸

  "How do we say this word?" hill

  "Whenever we see two like consonants next to each other in a word, we pronounce only one of them, like hill.*"*

  "We call these two like consonants 'twin consonants.' What do you think the word twin *means?"* various answers

  "We use the word twin *to describe two things that look alike."*

  "What are the twin consonants in hill?*"* the two l's

  "We'll learn other words that have twin consonants. Let's write a few on the board."

LESSON 16

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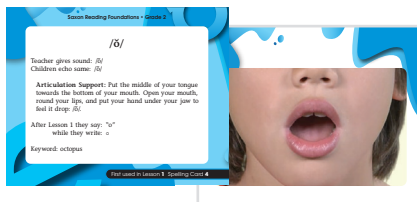
Phonological Awareness Picture Cards are used for activities in the Kindergarten Phonological Awareness instruction and provide engaging ways to reinforce concepts.

Letter Cards are a valuable tool for reviewing and reinforcing letter names and recognition of letters and letter clusters in written form.

Spelling Cards are designed to instruct students in regular spelling patterns associated with common sounds.

Alphabet/Accent Cards aid in accenting practice without sounding out new words. The cards feature small alphabet sequences that reinforce alphabetical order.
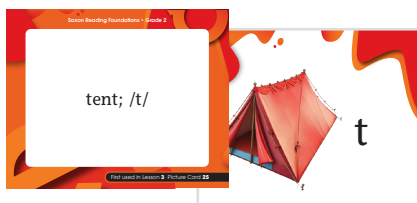
Picture Cards showcase illustrations that depict keywords, serving as visual aids to help students recall specific letter sounds.
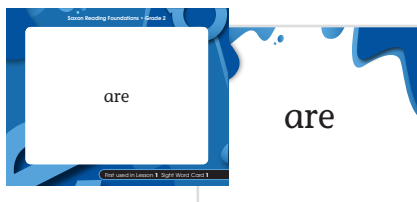
Sight Word Cards aid in reviewing common words that defy phonics rules. Students practice decoding phonetic elements and memorizing irregular elements.
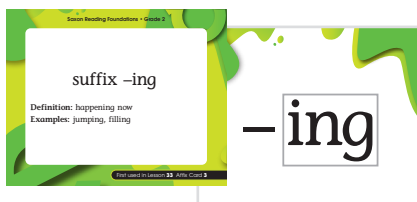
Affix Cards serve as a helpful tool for reviewing prefixes and suffixes, enhancing vocabulary and comprehension.

Updated Content to Support Instruction

PRACTICING WITH CONNECTED TEXT

NEW! Decodable Passages

New Decodable Passages, available for Grades 1 and 2, offer students additional practice with the phonics skills and patterns that they've already learned. These passages use controlled text so that students never see a phonics pattern or sight word they haven't already learned and can be found online on Heinemann Flight.

Name _____

am	from	mad
him	milk	mop
man	mat	

Mac has a glass of milk.

Mac trips on a mat and spills the milk.

"I am not mad," Mom said to him.

"I can grab the mop," said Mac.

Mac mops the milk.

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First use with Lesson 26 • Saxon Reading Foundations 1

DECODABLE PRACTICE
The Letter *M*

Building Student Understanding with Morphology

NEW! Morphology Extension Lessons

New Morphology Extension Lessons help students learn how word parts can change the meaning of words and how to build words and how to use affixes appropriately. Morphology instruction is critical to the development of students' vocabulary as well as their ability to decode and encode words. Grade 2 Morphology Extensions emphasize reading and spelling words with affixes and are built upon the affix instruction in the *Saxon Reading Foundations* Grade 2 lessons. This supplemental instruction, available online on Heinemann Flight, bridges phonics and vocabulary. Students learn to read and spell words with affixes to support their understanding of how affixes change the meaning of root words. Each of the nineteen extensions come with student practice sheets that focus on decodable words in alignment with the Grade 2 lessons, and include guidance on when to incorporate the instruction within the Scope and Sequence.

Fluency

EXPLICIT, SYSTEMATIC PRACTICE DEVELOPS READING FLUENCY

Fluency Readers

Saxon's supportive fluency instruction provides guidance for teaching fluency, including modeling fluent reading, guiding students through repeated readings, and providing many opportunities for independent reading to build confidence.

All text in the Fluency Readers is fully controlled and contains only spelling patterns and sight words that have been previously taught, making them fully decodable for students. These fiction and nonfiction readers are differentiated to allow students to practice reading at their own reading level, and activities focus on individual or small-group learning opportunities.

Level A

Mom played music.

Katy painted a tiger.

6   7

Level B

"We can paint the fence together," said Simon.
"What color should we paint it?" he asked.
"Do you like navy and red?"

"We could even use yellow, green, and other colors," said Gran.
They got started right away. Gran helped Simon open the paint cans.

4   5
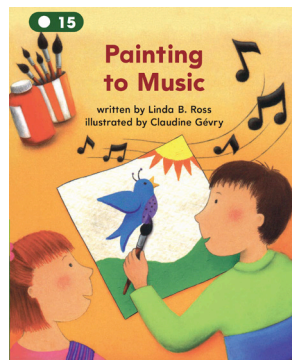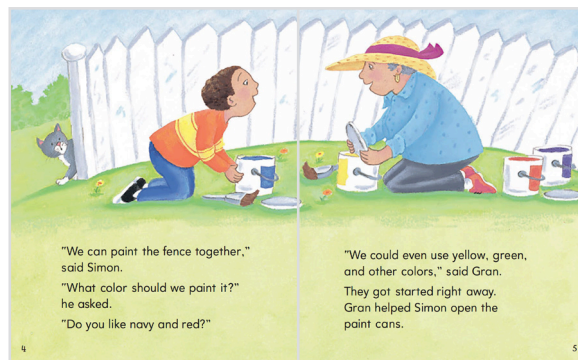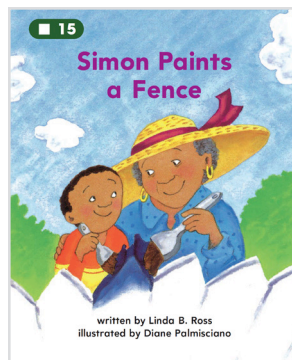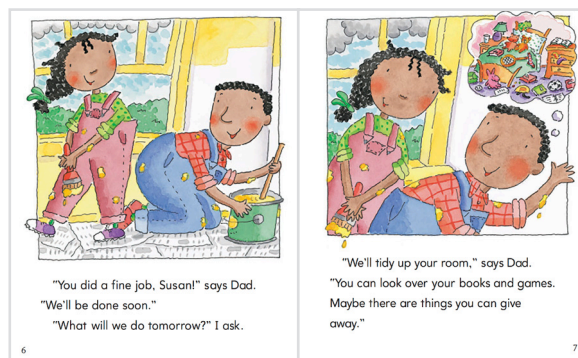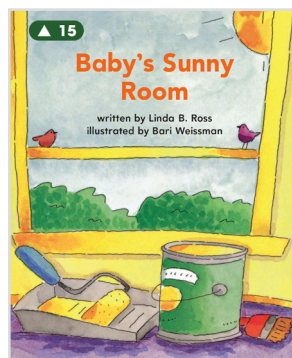
FLUENCY READERS
All Fluency Readers feature only text that is decodable based on where the text is specifically introduced within the year's instruction. Fluency Readers are differentiated to ensure fluency instruction meets students where they are.

Level C

"You did a fine job, Susan!" says Dad.
"We'll be done soon."
"What will we do tomorrow?" I ask.

"We'll tidy up your room," says Dad.
"You can look over your books and games. Maybe there are things you can give away."

6   7

Supportive Fluency Instruction Develops Early Literacy Skills

Fluency Practice and Formal and Informal Fluency Assessment

Saxon Reading Foundations offers comprehensive fluency instruction to support teachers in their teaching of fluency. Fluency Masters, which assist teachers in leading practice sessions and enhancing students' word recognition abilities while promoting fluent reading, can be found online on Heinemann Flight.

FLUENCY PASSAGE MASTERS
Fluency Masters, available online on Heinemann Flight, provide teacher-led practice and help improve students' word recognition skills while facilitating fluent reading.

FLUENCY ASSESSMENTS
Formal and Informal Fluency Assessments help teachers measure students' reading abilities, identify areas for reinforcement, and monitor their progress. Teachers may assess students informally at any time by listening to them read and recording their observations.

Formal Fluency Assessments follow a beginning-, middle-, and end-of-the-year assessment structure, and include clear rubrics against which to evaluate each student in order to monitor progress and set learning goals.

The Formal and Informal Fluency Assessments are available online on Heinemann Flight.

Reading Decodable Texts

COMPREHENSIVE SUPPORT FOR EFFECTIVE INSTRUCTION

Decodable Readers

Throughout the academic year, each student will receive a series of Decodable Readers. These engaging fiction and nonfiction stories are designed to support students in practicing and reinforcing the phonics skills they have learned. The language complexity in the readers gradually advances as students acquire additional concepts, fostering their reading development. The text in the Decodable Readers is fully controlled, so students are never asked to read a word or spelling pattern they haven't already been explicitly taught.

Grade 2 Teacher's Manual

Decodable Reader: Print Awareness

• Write the following on the board:

> Yin–Yin

• Point to the hyphen.

> *"This little line is a hyphen. We write hyphens to connect words or parts of words that belong together. When you see a hyphen, think of it as a link that chains the words it connects together. You do not say or do anything special when you see a hyphen in a word. This ..."*

• Point to the name.

> *"… is the name of a character in this story. Let's read this name together."*

• Track the print as you and children read the name aloud together.

• Display the cover of **Decodable Reader 6**.

> *"What do we call the name of a book?"*   its title
>
> *"Correct. The name of a book is its title. What is the title of this book?"*   Yin-Yin's Zoo Home

• Read aloud the author and illustrator bylines to children.

• Point to the author byline.

> *"Is Cynthia Benjamin the author or the illustrator of this book?"*
>
> *"Right. Cynthia Benjamin is the author of this book. What do aut do?"*   write books
>
> *"Correct. Cynthia Benjamin is an author, which means that she w this book."*
>
> *"What do illustrators do?"*   draw the pictures
>
> *"Right. Illustrators draw pictures. Since Judith Moffatt ..."*

• Point to the illustrator byline.

> *"… illustrated this book, that means Judith Moffatt drew the pictu this book."*

Decodable Reader: Understanding the Story

• Distribute **Decodable Reader 6** (*Yin-Yin's Zoo Home*).

• Ask children to open their books and read pages 1–3.

> *"Turn to page 1. How can you tell that you are on the correct page?"*   the number 1 at the bottom of the page
>
> *"What do pandas like to eat?"*   bamboo
>
> *"How has Yin-Yin changed since he was a baby?"*   Yin-Yin was n smaller. He was about the size of a kid's foot.

PRINT AWARENESS
Lessons include instruction for teaching print awareness concepts and reviewing vocabulary.

UNDERSTANDING THE STORY
During whole-group instruction time, this section enriches students' comprehension of the story and equips teachers with question prompts to assess understanding.

• Read pages 4 and 5 with children.

> *"What kinds of things does Yin-Yin like to do?"*   run and swim in a pool
>
> *"Why does Yin-Yin's mom have a special room?"*   so Yin-Yin can take a nap

• Finish reading the book with children.

> *"What else did you learn about Yin-Yin in this part of the book?"*   Yin-Yin got sick, but pills helped him get better. Yin-Yin uses his hands to climb up the tree. Yin-Yin has a good time at the zoo.
>
> *"How are baby pandas like other baby animals that you know?"*   various answers
>
> *"How are baby pandas different from other baby animals that you know?"*   various answers

• Distribute some colored pencils to each child. Children should read the story independently and then color the pictures.

> *"Keep your book handy because I will ask you to read it for me."*

> **NOTE:** *A teacher or guardian should read the comprehension questions aloud and have children answer them. (Comprehension questions are not decodable. Although some may enjoy the challenge, children should not be expected to read them.)*

• Keep the **Decodable Readers** at school for practice. Send them home when children can read them easily.

LESSON 37

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Kindergarten Updates
A RESEARCH-BASED SCOPE AND SEQUENCE

Saxon Reading Foundations features a new Scope and Sequence in Kindergarten that better aligns to foundational research from the Science of Reading and cognitive science. The pace has been increased to introduce a letter a day instead of a letter a week, so students practice sounds and letters earlier and get ample repetition with each concept. The Scope and Sequence follows a logical, sequential order and also more consistently progresses from simpler skills to more complex skills so students can build on the skills that were previously taught.

LESSON	LESSON WARM-UP			DIFFERENTIATION		NEW INCREMENT		APPLICATION AND CONTINUAL REVIEW
LESSON TITLE	ALPHABET ACTIVITY	PHONOLOGICAL/ PHONEMIC AWARENESS ACTIVITY	DAILY LETTER, SPELLING, AND SOUND REVIEW	OPTIONS FOR DIFFERENTIATION		NEW CONCEPTS (PHONICS/PRINT AWARENESS)	SIGHT WORDS	REVIEW
40 Decodable Reader 4		**New Concept:** • Add an initial syllable	**Spelling Sound Review:** • Spell letter sounds					• Read v̆c words, words with blends, and words with twin consonants • Spell v̆c and v̄→ words
41 The Letter *C*	• Review and identify vowels	**New Concept:** • Delete a final syllable	**Daily Letter and Sound Review:** • Practice letter recognition • Practice letter sounds • Practice sight words **Spelling Sound Review:** • Spell letter sounds	**Support:** connect letter *c* to sound /k/ with sign language **Reinforce:** name letters and their sounds **Extend:** match words with pictures		• Reading and spelling consonant *c* • /k/ sound of *c* • *k* and *c* spelling rules		• Match capital and lowercase letters • Code and read v̆c words • Connect letters *c* and *k* to sound /k/ • Spell v̆c words beginning with *c* and *k* • Read connected text • Read high-frequency words
42 The Letter *E*	• Review vowels • Name each letter in alphabetical order	**New Concept:** • Delete an initial syllable	**Daily Letter and Sound Review:** • Practice letter recognition • Practice letter sounds • Practice sight words **Spelling Sound Review:** • Spell letter sounds	**Support:** practice the letter shape *(Ee)* with kinesthetic movements **Reinforce:** identify letters *(z, c, e)* **Extend:** write the letter that makes the sound		• Reading and spelling vowel *e* • Short vowel sound /ĕ/		• Match capital and lowercase letters • Code and read v̆c and v̄→ words and words with twin consonants • Spell v̆c words • Read connected text • Read high-frequency words
43 Long *E*	• Review the alphabet	**New Concept:** • Substitute a final syllable	**Daily Letter and Sound Review:** • Practice letter recognition • Practice letter sounds • Practice sight words **Spelling Sound Review:** • Spell letter sounds	**Support:** use gross motor skills to skywrite vowel letters **Reinforce:** identify and describe letters **Extend:** write the letter that makes the sound		• Long vowel sound /ē/		• Code, read, and spell v̆c and v̄→ words • Code and read words with blends and words with twin consonants • Read connected text • Read high-frequency words
44 Fluency Reader 4		**New Concept:** • Substitute an initial syllable				• Quotation marks • Speaker tag	from	• Read v̆c words, words with blends, words with twin consonants, and words with suffix –s • Read and illustrate connected text
45 Decodable Reader 5		**New Concept:** • Blend onsets and rimes to form simple words	**Spelling Sound Review:** • Spell letter sounds			• Exclamation point		• Read v̆c words, words with blends, and words with suffix –s • Spell v̆c and v̄→ words

REVIEW
New review lessons have been integrated into the Scope and Sequence as well, which offer opportunities for students to solidify their skills as they progress through the year.

Mastering the Code to Unlock Reading

Kindergarten worksheets have extra opportunities for students to practice their decoding skills right at point of use in the lessons.

- Repeat with /ă/ and /t/. Children should write the letters *a* and *t* on the remaining lines.

  "Let's blend the sounds of these letters together: /b/ /ă/ /t/."

  "What word did we spell?"   **bat**

- Repeat with #5 (*bib*).

  "Look at the sentences by #6 and #7. Read these by yourself and draw a line from the sentence to the picture that matches it."

- Remind children to use coding to work out any challenging words.

- Work individually with any children who need help while others work independently.

- Draw children's attention to the new decodable high-frequency word with the letter *b* in the High-Frequency Word Box: *big*. Write this word on the board, and work with children to code the vowel and read the word. Have children point out and circle any sight words they see that do not follow regular decoding rules: *the* and *to*. Then have them read all the words in the box to themselves. Remind them to read these words to someone at home tonight.

> 6. The rib is big.
>
> 7. A bib is on the mat.

Saxon Reading Foundations now practices encoding with decoding. Research shows that teaching encoding, or spelling, is key to helping students learn to read. If decoding is "cracking" the code by turning letters into sounds, then encoding is putting the sounds back into the code. Studies also show that encoding and decoding are two sides of the same coin; improvements in one lead to improvements in the other. Practicing the skills together strengthens that link, helping students enter a positive feedback loop of improvement.

- Have children code the vowel. Then help them blend the sounds: /b/ /ĭ/ /g/. Have children continue with #2 and #3. Help students blend the suffix –*s* on the word *bags* if needed.

  "Do you see a picture of a bat*?"*   **yes**

  "Let's spell the word bat*. Echo /b/."*   **/b/**

  "Write the lowercase letter that says /b/ on the first line by #4 beneath the picture of the bat*."*
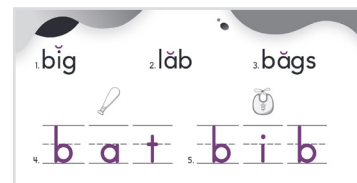
- Repeat with /ă/ and /t/. Children should write the letters *a* and *t* on the remaining lines.

  "Let's blend the sounds of these letters together: /b/ /ă/ /t/."

  "What word did we spell?"   **bat**

- Repeat with #5 (*bib*).

  "Look at the sentences by #6 and #7. Read these by yourself and draw a line from the sentence to the picture that matches it."

1. bĭg   2. lăb   3. băgs

4. b a t   5. b i b

Differentiating Instruction

PERSONALIZED INSTRUCTION TO ACCOMMODATE DIVERSE LEARNING NEEDS

Options for Differentiation

Small-group activities at the end of each non-assessment lesson provide support for students who need additional support, are on target, or need an extra challenge. These activities support, reinforce, or extend the focus skill of the lesson.

While some students engage in reading practice, others participate in differentiated activities such as Options for Differentiation, Kid Card games, or suggested remediation and enrichment activities found in the Resources for Differentiation booklet. This resource provides additional multisensory activities to support students during small-group or whole-class instruction.

Embedded Multilingual Learner Support

To support multilingual learners, teachers can utilize Multilingual Learner Support tips provided at the start of each lesson. These tips offer strategies and activities to help multilingual learners access lesson content and practice skills. Each tip is labeled based on the level of support it provides, categorized as light, moderate, or substantial.

> **MULTILINGUAL LEARNER SUPPORT**
>
> **REINFORCE VOCABULARY** **Substantial** When completing the worksheet, name each picture and have children point to the picture and say the word chorally. Then have partners turn and tell each other the name for each picture. To support guardians and children at home, write the word for each picture at the bottom of each box on the back of **Worksheet 1**.

Spelling
## ENGAGING SPELLING ACTIVITIES REINFORCE LEARNING

Spelling Instruction

Saxon Reading Foundations provides teachers with a diverse range of resources for lesson planning and individualized instruction. Spelling instruction primarily takes place in the classroom, with weekly word lists focused on the target phonics skills students are learning for additional practice at home. *Saxon* teaches students effective methods for spelling specific sounds, promoting confident spelling with consistent patterns. This approach emphasizes understanding and applying concise rules for common spelling patterns, regularly revisited and reinforced for mastery.
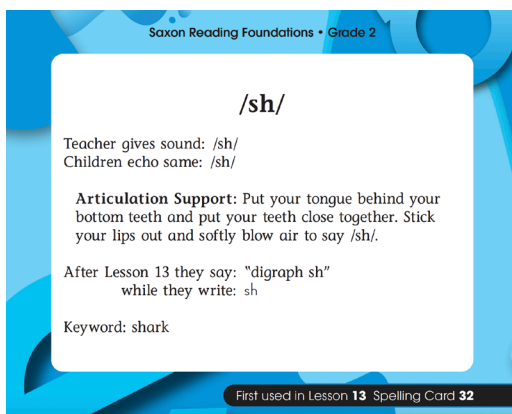

SPELLING DECK
The Spelling Deck teaches regular spelling patterns for common sounds and helps students learn to automatically connect letter sounds with spellings. Spelling Cards also include Articulation Support of a student modeling the mouth position of the sound featured on the card to support learning.
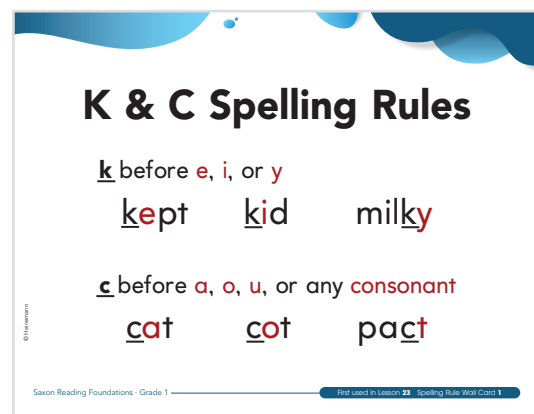
SPELLING RULE WALL CARDS
Concise spelling rules depicting common patterns will be taught and consistently reviewed throughout the year. Wall Cards displayed in the classroom aid students' understanding of each rule and provide easy reference.
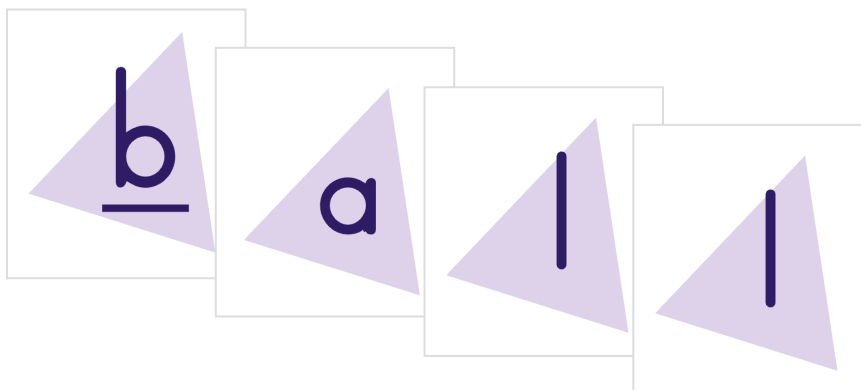
LETTER TILES
Letter Tiles provide active spelling, alphabetizing, and letter recognition practice. Engaging activities incorporating Letter Tiles reinforce letters, clusters, and spelling rules to enhance spelling practice and accommodate different learning needs.

Handwriting

SUCCESS THROUGH INTEGRATED HANDWRITING INSTRUCTION

Saxon Reading Foundations teaches handwriting systematically and explicitly in small increments that allow all students to achieve success. The block-style letters used in the program provide the best handwriting style for all students by ensuring that they seldom have to lift their pencils off the paper (thereby losing their spatial orientation before finishing a letter). Handwriting is taught in tandem with the introduction of letters and phonics skills, giving students extra practice and review. Research shows that handwriting instruction leads to improved word reading, and provides kinesthetic learning activities on the Orton-Gillingham language triangle. *Saxon* integrates handwriting directly into the lessons and worksheets, and additional Handwriting Masters can be found on Heinemann Flight to ensure each student gets the practice they need.

Comprehension

COMPREHENSION SUPPORT TO ENSURE UNDERSTANDING IN LEARNING TO READ

Comprehension

Saxon Reading Foundations supports comprehension development through text-based practice, reading strategies, and assessments. The program offers authentic texts, including Decodable Readers and Fluency Readers, for students to engage with and practice reading for understanding. Students also learn comprehension skills through exercises and questions. Specific reading strategies are taught to actively engage with the text and deepen understanding. Assessments measure students' ability to comprehend main ideas, infer meaning, identify details, and draw conclusions.

"Understanding the Story" sections, taught during whole-group instruction, aim to develop students' comprehension skills, enhancing their ability to comprehend and appreciate different types of texts while fostering a love for reading. These sections follow the reading of a story or passage and focus on exploring and analyzing various elements of the text, and may also include vocabulary exercises to expand students' word knowledge.

Application and Continual Review

ONGOING REVIEW ENSURES UNDERSTANDING OF LITERACY CONCEPTS

Continual Review Leads to Success

The Application and Continual Review section within each lesson seamlessly integrates newly acquired skills with previously mastered ones, ensuring comprehensive instruction and regular concept review. This purposeful, guided practice ensures all students get the repeated exposure to concepts they need to succeed. The program also offers opportunities for independent practice both in the classroom and at home with worksheets, giving students the necessary practice to achieve mastery. Review in *Saxon Reading Foundations* is spiraled and uses spaced repetition to ensure students retain the skills they're learning.

Wall Cards and Posters are available for classroom display, including:

- **Alphabet Wall Cards:** Feature letters of the alphabet and keyword illustrations, including digraphs and combinations learned in Kindergarten.

- **Syllable Division Wall Cards:** Outline the procedures for dividing words into syllables to make them easier to decode and read.

- **Vowel Rule Wall Cards:** A set of four wall cards explains the rules for coding vowels.

- **Spelling Rule Wall Cards:** These cards explain rules for spelling specific sounds.

BOARDWALK

Boardwork is a valuable tool for teachers, aiding skill reinforcement and independent practice. This interactive activity provides ongoing review and aligns with worksheet concepts. Teachers can guide students through structured reviews using coded examples.

WORKSHEETS

Worksheets facilitate knowledge application and daily progress monitoring. Designed for whole-group instruction, they also serve as homework. Completed in class or at home, they can be returned the following day.

Assessments

DATA-INFORMED INSTRUCTION

NEW! Phonics Assessment

The new Phonics Assessment is designed to be implemented at the beginning, middle, and end of year in each grade to give teachers insight into a student's progress. The beginning-of-year (BOY) administration assesses the student's foundational knowledge in Kindergarten. In Grades 1 and 2, the BOY assessment identifies any knowledge gaps from previous years' learning. The middle-of-year (MOY) administration assesses the student's progress and acquisition of phonics skills. The end-of-year (EOY) administration assesses the cumulative phonics knowledge the student has gained over the course of the grade level.

The assessment also includes benchmarking data so teachers can see where students should be at each point and provides a roadmap for the best approach to support, reinforce, and extend instruction for each student as needed.

Phonics Assessment Recording Form

Name _____

BOY Date _____	MOY Date _____	EOY Date _____
(BOY- Beginning of Year)	(MOY- Middle of Year)	(EOY- End of Year)

Test administrator: Point to the letters/words, moving from ... a row are missed or read incorrectly.

HOW TO RECORD STUDENT ANSWERS:

Use a different color when assessing BOY, MOY, and EOY. Or ... correctly by putting a slash through letters/words. If a studen... self-corrects, write "sc" over them but do not count them co...

PART A: Letter Names	BOY:	/26	M

Directions for student: "Please tell me the letter name for e... what it is, just do your best and then move on to the next lett...

L O G H T P A

N M I S F R K

B U Z C E Y D

V J X W Q

Where Should They Be?

	Grade K			Grade 1			Grade 2		
	Beginning of Year	Middle of Year	End of Year	Beginning of Year	Middle of Year	End of Year	Beginning of Year	Middle of Year	End of Year
Part A & B: Letter Names									
Uppercase	0/26	15/26	26/26	26/26	26/26	26/26	26/26	26/26	26/26
Lowercase	0/26	15/26	26/26	26/26	26/26	26/26	26/26	26/26	26/26
Part C & D: Letter Sounds									
Consonants	0/23	12/23	21/23	21/23	21/23	23/23	23/23	23/23	23/23
Long vowels	0/5	3/5	5/5	5/5	5/5	5/5	4/5	4/5	5/5
Short vowels	0/5	3/5	5/5	5/5	5/5	5/5	4/5	4/5	5/5
Other vowels									
Part E: CVC									
Part F: Consonant Digraph									
Part G: Consonant Blends									

What Do I Do with the Results?

If a child is not keeping up with the suggested score, it is essential to begin exposing them to the skill/s in various ways, ensuring they have the number of exposures needed to be successful readers. Go to their level and have them practice where they see some success and slowly add more to make sure there is some learning taking place.

To determine whether a student needs Support, Reinforcement, or Extensions, please refer to the "Where Should They Be?" chart. If a student scores less than the score indicated for the grade-level and time of year being assessed, the activities in the **Support** column will be most effective. If a student scores right at the score indicated for the grade-level and time of year being assessed, the activities in the **Reinforce** column will be most effective. If a student scores more than the score indicated for the grade-level and time of year being assessed, the activities in the **Extend** column will be most effective.

	Support	Reinforce	Extend
Part A & B: Letter Names	**1.** Letter/Sound Identification in Resources for Differentiation.	**1.** Letter/Sound Identification in Resources for Differentiation.	**1.** Letter/Sound Identification in Resources for Differentiation.
	2. Using Letter Tiles ask the students to pull the letter that you say. Start with the letters they knew plus one unknown. Keep adding more as they learn them.	**2.** Using Letter Tiles ask the students to pull the letter that you say. Start with the letters they knew plus one unknown. Keep adding more as they learn them.	
	3. Ask students to touch and name the alphabet using the alphabet strip. Hold up card with letter, if they can't name it ask them to say the alphabet until they retrieve the name of the letter.	**3.** Ask students to touch and name the alphabet using the alphabet strip. Hold up card with letter, if they can't name it ask them to say the alphabet until they retrieve the name of the letter.	
	4. Sand Letters in Resources for Differentiation.		

Formative, Diagnostic, and Summative Assessments

Assessments in phonological and phonemic awareness, phonics, spelling, and fluency are incorporated at specific intervals throughout the program so that children have plenty of time to learn and assimilate new material before being tested on it. Assessments are designed to be diagnostic tools rather than grading tools, to allow teachers to monitor the progress of each student, identify concepts that need more review, and determine appropriate instructional pacing. Each assessment lesson includes recommendations for differentiated activities to address specific student needs based on assessment results. Spelling assessments focus on spellings and patterns students have been explicitly taught. Informal and formal fluency assessments measure students' oral reading fluency to inform instruction.

Assessment

Written Assessment (Whole Class)

- Distribute the **Student Response Page** and the independent practice page for **Assessment 2**.

- **Section A:** Give the following sounds for #1–5 as children record the letters: /t/, /p/, /ă/, /ā/, /n/.

- **Section B:** Have children spell the word for the picture by #6.

   "Put your finger on the picture by #6. It is a picture of a light switch. It is turned on."

   "Listen to the sounds i... spell the word on on t...

- Give children a chance t... to spell the whole word, children to help them sp...

   "Now, let's check our p... word on."

- Continue with #7 *log.*

Oral Assessment (One-on-One)

- The rest of the assessment will be conducted orally one-on-one. While children wait for their turn with you, have them code and read the words for #9–12. They should stop when they read #13, which is a sight word. Remind children that sight words don't follow the rules they are learning so they will not code these. Then ask them to practice reading the decodable sentences for #14–15, coding any unfamiliar or challenging words to help them read the sentences more smoothly.

- Once students have prepared for the oral assessment, have them draw lines from the w... **Assessment 2 Practice W...**

- Have the **Teacher's Assess...** Turn to the **Teacher's Resp...**

- With one child at a time, m... overhear. Have the child br... the assessment and a penc... administer the oral portion... answers as you conduct th...

Professional Learning Services

IMPLEMENTATION SUPPORT INCLUDED WITH YOUR SAXON READING FOUNDATIONS SUBSCRIPTION

Getting Started

Build teacher confidence for a successful program implementation with our live online or in-person sessions for schools or districts. Educators will learn the program's organization, lesson structure, and essential components, ensuring that teachers feel both supported and excited about their new curriculum.

Live Online Follow-Up Learning

Deepen your teachers' learning and application through live online follow-up sessions, offering additional support on topics like digital tools, resources, assessment, data, and reports. Personalize their ongoing professional development by selecting relevant topics.

ONGOING PROFESSIONAL LEARNING OPPORTUNITIES

Personalized Instructional Coaching

Support teachers with personalized coaching sessions tailored to high-impact instructional strategies, planning, and the realization of classroom goals. Expert coaches will guide teachers to success through year-long collaboration in cohorts of up to 20 educators, facilitating instruction planning and the effective implementation of *Saxon Reading Foundations* in the classroom.

Live Online Literacy Courses

Live online course modules equip teachers with tools and strategies to enhance their implementation of Heinemann's *Saxon Reading Foundations.* These modules offer engaging learning experiences, allowing teachers and instructional staff to delve into various literacy strategies, collaborate with peers, and adopt effective implementation practices for success. Tailor your professional development plan by selecting from over 20 available literacy practice topics. View the complete list of **available live online course modules.**

Note: The number of Getting Started sessions is determined by the total purchase amount.

The Professional Learning Service offerings of Coaching and Live Online Courses are brought to you in partnership with our parent company, HMH®. As we engage with you for these services, we want you to be aware that you may receive HMH-branded communications that will include necessary instructions for you to get started. HMH's terms of purchase can be found at **hmhco.com/terms-of-purchase#digital-products**.

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To learn more about how *Saxon Reading Foundations* can effectively help K–2 students become successful readers, please visit
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