



# 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**



### ***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.

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# 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
<b>13</b> Blends	<ul style="list-style-type: none"><li>Name each letter in alphabetical order</li></ul>	<b>Daily Letter and Sound Review</b> <ul style="list-style-type: none"><li>Practice letter recognition</li><li>Practice affixes</li><li>Practice letter sounds</li><li>Practice sight words</li></ul> <b>Spelling Sound Review</b> <ul style="list-style-type: none"><li>Spell letter sounds</li><li>Spell words</li></ul>	<b>New Concept:</b> <ul style="list-style-type: none"><li>Blend onsets and rimes to form simple words</li></ul>	<b>Support:</b> identify which word in a pair begins with a consonant blend <b>Reinforce:</b> build consonant blends and add rimes to make words <b>Extend:</b> hear words and quickly read and identify the matching printed word	<ul style="list-style-type: none"><li>Blends</li><li>The blends <i>pl, sl, sn, sp, spl,</i> and <i>st</i></li></ul>		<ul style="list-style-type: none"><li>Identify vowels and consonants</li><li>Blend sounds</li><li>Read <i>vc</i> and <i>vvc</i> words</li></ul>	
<b>14</b> The Letter <i>D</i>	<ul style="list-style-type: none"><li>Use kinesthetic response</li><li>Practice the alphabet</li></ul>	<b>Daily Letter and Sound Review</b> <ul style="list-style-type: none"><li>Practice letter recognition</li><li>Practice affixes</li><li>Practice letter sounds</li><li>Practice sight words</li></ul> <b>Spelling Sound Review</b> <ul style="list-style-type: none"><li>Spell letter sounds</li><li>Spell words</li></ul>	<b>Review Concept:</b> <ul style="list-style-type: none"><li>Blend onsets and rimes to form simple words</li></ul>	<b>Support:</b> learn to remember which direction lowercase <i>d</i> faces <b>Reinforce:</b> identify and read words with the letter <i>d</i> in context <b>Extend:</b> identify letters by their sounds	<ul style="list-style-type: none"><li>Reading and spelling consonant <i>d</i></li><li>Quotation marks</li><li>Speaker tags</li></ul>	said	<ul style="list-style-type: none"><li>Identify vowels and consonants</li><li>Blend sounds</li><li>Review sentences</li><li>Identify capital and lowercase letters</li><li>Read <i>vc</i> and <i>vvc</i> words</li></ul>	<b>Decodable Reader 2:</b> <ul style="list-style-type: none"><li>Plan and Toss</li></ul>
<b>15</b> Assessment	<ul style="list-style-type: none"><li>Use kinesthetic response</li><li>Practice the alphabet</li><li>Identify vowels</li></ul>	<b>Daily Letter and Sound Review</b> <ul style="list-style-type: none"><li>Practice letter recognition</li><li>Practice letter sounds</li><li>Practice sight words</li></ul> <b>Spelling Sound Review</b> <ul style="list-style-type: none"><li>Spell letter sounds</li></ul>	<b>New Concept:</b> <ul style="list-style-type: none"><li>Segment simple words into onsets and rimes</li></ul>	Targeted remediation activities from the <b>Resources for Differentiation Guide</b>	<ul style="list-style-type: none"><li>Apostrophe</li></ul>			<b>Fluency Reader 1:</b> <ul style="list-style-type: none"><li>Level A: <i>Spin, Spin</i></li><li>Level B: <i>Dolls Spin</i></li><li>Level C: <i>A Top and an Ant</i></li></ul>
<b>16</b> The Letter <i>F</i>	<ul style="list-style-type: none"><li>Review vowels</li><li>Review the alphabet</li></ul>	<b>Daily Letter and Sound Review</b> <ul style="list-style-type: none"><li>Practice letter recognition</li><li>Practice affixes</li><li>Practice letter sounds</li><li>Practice sight words</li></ul> <b>Spelling Sound Review</b> <ul style="list-style-type: none"><li>Spell letter sounds</li><li>Spell words</li></ul>	<b>Review Concept:</b> <ul style="list-style-type: none"><li>Segment simple words into onsets and rimes</li></ul>	<b>Support:</b> distinguish between words that start with <i>/f/</i> and words that do not <b>Reinforce:</b> spell and change words with letter <i>f</i> <b>Extend:</b> spell words with letter <i>f</i>	<ul style="list-style-type: none"><li>Reading and spelling consonant <i>f</i></li><li>The blend <i>ff</i></li></ul>	of	<ul style="list-style-type: none"><li>Read and spell words with blends <i>sn, sp, and st</i></li><li>Read and spell words with suffix <i>-s</i></li><li>Read <i>vc</i> and <i>vvc</i> words</li><li>Identify voiced and unvoiced sounds</li><li>Identify vowels and consonants</li><li>Blend sounds</li><li>Review capital and lowercase</li><li>Review periods</li></ul>	

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Saxon Reading Foundations 1

Scope and Sequence

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### 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.

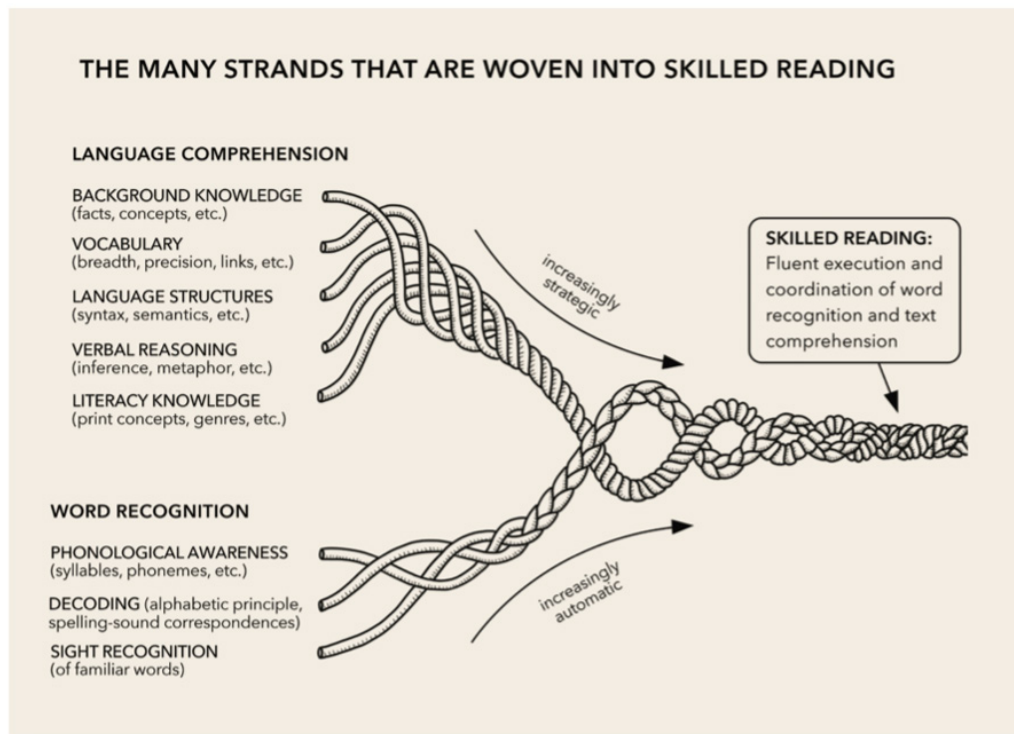
### READERS

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.



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### 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
<b>1</b> The Letter N Pages 3–13	<ul style="list-style-type: none"> <li>recognize alliteration</li> <li>vowel and consonant</li> <li>capital and lowercase</li> <li>initial</li> <li>voiced and unvoiced sounds</li> <li>reading and spelling consonant n</li> </ul>	
<b>2</b> The Letter O, Part 1 Pages 14–23	<ul style="list-style-type: none"> <li>final</li> <li>reading and spelling vowel o</li> <li>short vowel sound /ɒ/</li> <li>breve</li> <li>coding</li> <li>blending</li> <li>the short vowel rule (v̇c)</li> <li>table of contents</li> <li>page numbers</li> </ul>	<ul style="list-style-type: none"> <li>recognize alliteration</li> <li>review initial position</li> <li>read words with letter n</li> <li>identify vowels and consonants</li> </ul>
<b>3</b> The Letter O, Part 2 Pages 24–33	<ul style="list-style-type: none"> <li>blend two syllables to form a word</li> <li>long vowel sound /o/</li> <li>macron</li> <li>accent mark</li> <li>the long vowel rule (v̇→)</li> </ul>	<ul style="list-style-type: none"> <li>review initial position</li> <li>code and read words with letters n and o</li> <li>identify vowels and consonants</li> <li>review the short vowel rule (v̇c)</li> </ul>
<b>4</b> The Letter T Pages 34–43	<ul style="list-style-type: none"> <li>blend three syllables to form a word</li> <li>reading and spelling consonant t</li> </ul>	<ul style="list-style-type: none"> <li>review initial position</li> <li>code and read words with letters n and o</li> <li>blend sounds</li> <li>review the short vowel rule (v̇c)</li> <li>review the long vowel rule (v̇→)</li> </ul>
<b>5</b> The Letter P Pages 44–51	<ul style="list-style-type: none"> <li>segment syllables in words with two syllables</li> <li>reading and spelling consonant p</li> </ul>	<ul style="list-style-type: none"> <li>review initial position</li> <li>code and read words with letters n, o, p, and t</li> <li>blend sounds</li> <li>review the short vowel rule (v̇c)</li> <li>review the long vowel rule (v̇→)</li> </ul>
<b>6</b> The Letter I Pages 52–62	<ul style="list-style-type: none"> <li>segment syllables in words with three syllables</li> <li>reading and spelling vowel i</li> <li>short and long vowel sounds /i/ and /ī/</li> <li>the word I</li> </ul>	<ul style="list-style-type: none"> <li>code and read words with letters n, o, p, and t</li> <li>spell words with n, o, p, and t</li> <li>review the short vowel rule (v̇c)</li> <li>review the long vowel rule (v̇→)</li> <li>identify vowels and consonants</li> </ul>
<b>7</b> The Letter L Pages 63–72	<ul style="list-style-type: none"> <li>identify first, middle, and last syllables</li> <li>reading and spelling consonant l</li> </ul>	<ul style="list-style-type: none"> <li>code and read words with letters i, n, o, p, and t</li> <li>review the short vowel rule (v̇c)</li> <li>review the long vowel rule (v̇→)</li> <li>identify vowels and consonants</li> </ul>
<b>8</b> The Letter A, Part 1 Pages 73–82	<ul style="list-style-type: none"> <li>add a final syllable</li> <li>reading and spelling vowel a</li> <li>short and long vowel sounds /a/ and /ā/</li> </ul>	<ul style="list-style-type: none"> <li>code and read words with letters i, l, n, o, p, and t</li> <li>spell words with a, i, and p</li> <li>identify vowels and consonants</li> </ul>
<b>9</b> The Letter Z Pages 83–90	<ul style="list-style-type: none"> <li>delete a final syllable</li> <li>reading and spelling consonant z</li> </ul>	<ul style="list-style-type: none"> <li>code and read words with letters a, i, l, n, o, p, and t</li> <li>identify vowels and consonants</li> </ul>
<b>10</b> Assessment Pages 91–95	<ul style="list-style-type: none"> <li>delete an initial syllable</li> </ul>	

#### 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.

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

Grade 2 Teacher's Manual

#### 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:

dollar vc   lar cv	tar ar
collar vc   lar cv	mar ar
tartar vc   tar cv	star ar

- 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."*

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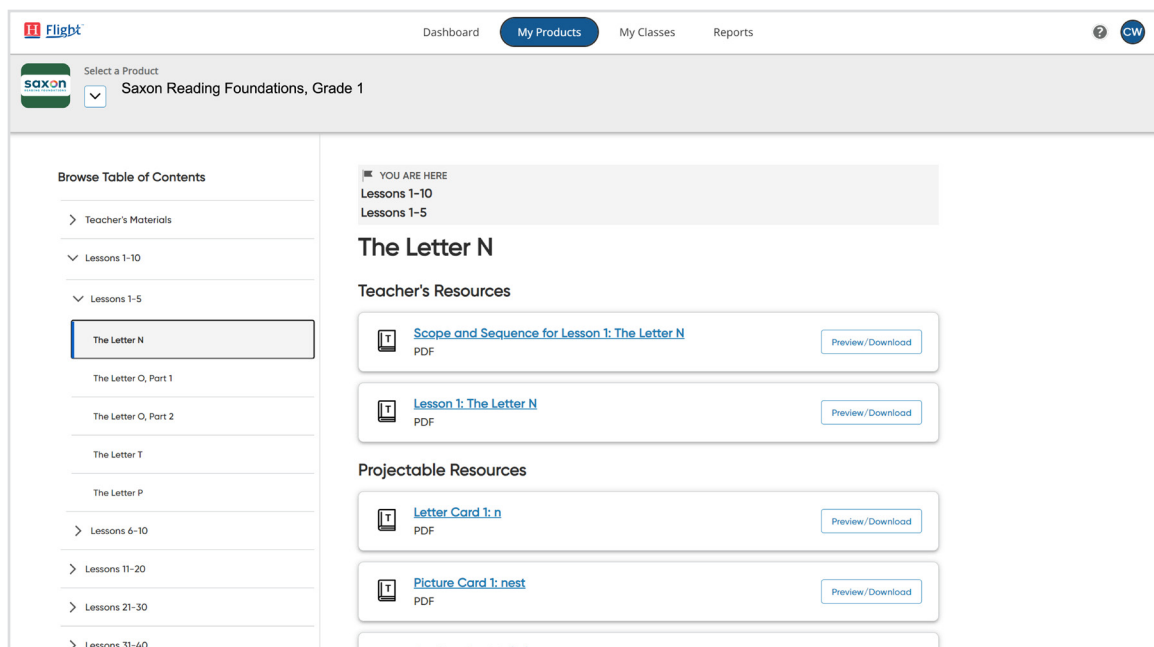
Saxon Reading Foundations 2

# 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

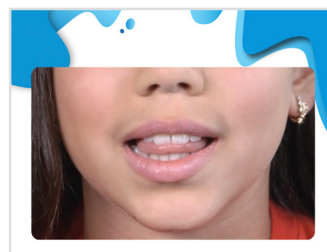


### Projectable Classroom Resources

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.



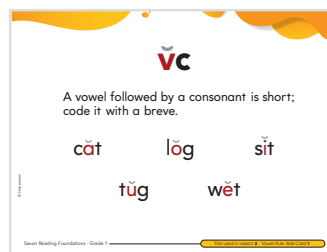
Picture Card



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.

### The Letter I

LESSON 16

**NEW CONCEPTS**

- reading and spelling vowel i
- short vowel sound /i/
- twin consonants

**LESSON PREPARATION**

**MATERIALS**

- Letter Card 10
- Picture Card 12
- Spelling Card 12
- Worksheet 16
- Letter Tracing Practice II
- Handwriting Practice II

**BEFORE CLASS**

- Cover the picture on the II Wall Card.

**MULTILINGUAL LEARNER SUPPORT**

**CONTRAST LANGUAGE** Light In some languages, spelling a sound that is different from the sound the single 'y' sound in Spanish). Explain that most double consonants in English.

**Lesson Warm-Up**

**Alphabet Activity**

**OBJECTIVE:** To review the alphabet, with each child reciting the alphabet in alphabetical order

- Seat children in a circle where they can roll a ball to the next child.

"How many letters are in the alphabet?" 26

"What two kinds of letters make up the alphabet?" vowels and consonants

### 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.

**Phonological Awareness**

**OBJECTIVE:** To identify the individual words in a spoken sentence

**DO** "Let's practice what we already know! Listen to these words: 'Tell me . . . a . . . story. Now say the word you say.'"

- If needed, model patting words by moving your hand from your shoulder down while saying the word.

"Now let's say the words together from your shoulder down while saying the words. We put words together to make a story."

"Let's play Show Me to break the words apart."

**DO** "Watch me."

- Say the sentence, She can sing, and arm. Pat your upper arm, elbow, can . . . sing.

"Now I will say them again as children."

Slide your hand from your upper arm saying She can sing. Model the sentence again.

**WE DO** "Let's practice together. Bill baked pie."

- Run your hand down your arm as children say the sentence.

"Let's pat our arms for each word we baked . . . pie. Now let's say the sentence again."

- Slide your hand from your upper arm saying Bill baked pie.

"We broke a sentence into words to make the sentence!"

### DAILY LETTER AND SOUND REVIEW

Review of sound-spellings and strengthening of letter-sound correspondence.

**Daily Letter and Sound Review**

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

- Quickly review the Letter, Picture, and Sight Word Decks. Show students the sight word and have them read it. Then hide the word and have them spell it.

**Spelling Sound Review**

**OBJECTIVE:** To practice spelling letter sounds

- Seat children in small groups where they can write comfortably.
- Distribute **Worksheet 16**.
- Review **Spelling Cards 7-11**. Children should echo the sounds /p/, /b/, /t/, /d/, /m/, /n/, name the letters that make them, and write the lowercase letters (p, a, n, m) on lines 1-5 on their worksheets. Instead, you may opt to review the **Spelling Cards** you think children most need to practice.
- If necessary, after giving the children a chance to write their answers, write each letter on the board.
- Check these sheets for accuracy.

**New Increment: The Letter I and Twin Consonants**

"Listen to these words and see if you can tell me what sound they all start with: 'in, if, igloo.'" /i/

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

"The letter we will be learning about today is the letter i. I is a vowel. /i/ is the short sound of the vowel i."

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

"I'll say the short sound and then you echo it. Echo /i/." /i/

"/i/ is the short sound of the vowel i."

### 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.

LESSON	LESSON WARM-UP	DIFFERENTIATION		
LESSON TITLE	ALPHABET ACTIVITY	PHONEMIC/PHONOLOGICAL AWARENESS	DAILY LETTER, SPELLING, AND SOUND REVIEW	OPTIONS FOR DIFFERENTIATION
Administer the Beginning of Year Assessment before beginning the lessons.				
1 The Letter H	Recognize sounds Say the alphabet	New Concepts: Identify initial sounds Match initial sounds	Support: connect letter H to the sound [h] Review: distinguish between capital H and lowercase h Extend: come up with words that start with each letter sound	
2 The Letter O, Part 1	Recognize sounds Say the alphabet	Review Concepts: Identify initial sounds Match initial sounds	Daily Letter and Sound Review: Practice letter recognition Practice letter sounds Spelling Sound Review: Spell letter sounds	Support: connect letter O to sound [o] with sign language Review: correct capital and lowercase letter O and o to their sounds Extend: identify words that begin with [o] or [o]
3 The Letter O, Part 2	Recognize sounds Say the alphabet	New Concepts: Identify and	Daily Letter and Sound Review:	Support: use gross motor skills to separate letter O
4 The Letter T	Recognize sounds Say the alphabet			

• If children have difficulty skipping in place, march or hop in place instead.

• **ALTERNATE ACTIVITY:** As you recite the alphabet together, have children put their desks once for each letter.

• Have children return to their seats.

**Phonological/Phonemic Awareness Activity**

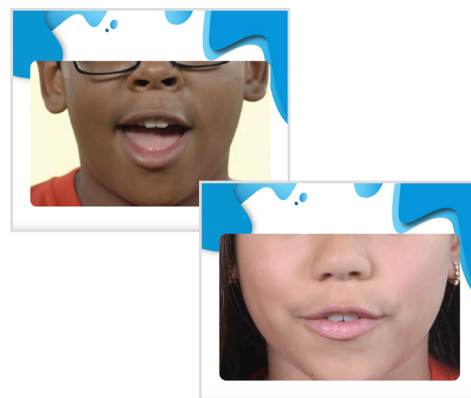
**OBJECTIVE:** To blend two or three phonemes to make a word.

- Display **Elkonin Boxes Resource 1** and gather three tokens to represent sounds (e.g., sticky notes or magnets).
- Let's practice what we already know! We know how to blend two syllables, or chunks of sound, together to say a word.
- Use Show Me to blend the syllables in the word finish. Grab and say fin with one fist, grab and say ish with the other fist, and put fists together and say finish.
- Let's play Show Me to blend two or three sounds together to say a word.
- Let's DO it! Watch me do the first one.
- Display two squares from **Elkonin Boxes Resource 1**.
- I am going to put a token in a box for each sound I say.
- Place tokens while saying /m/ /a/ /p/.
- When I blend these sounds together, I will make our mystery word.
- Run your finger under the boxes and say mmmoo.
- The mystery word is too! Now I will do it with Show Me! Watch and listen. /m/ (hold up a pointer finger), /a/ (hold up a middle finger), /p/ (hold up a ring finger) and blend the sounds: mmmoo, no.
- Display three squares from **Elkonin Boxes Resource 1**. Repeat with /m/ /a/ /p/.
- Let's practice together now! I am going to put a token in a box for each sound we say.
- Place tokens while saying /m/ /a/ /p/.
- When we blend these sounds together, we will make our mystery word.
- Run your finger under the boxes and say low.
- Now let's play Show Me. Hold up your first finger like this and say /m/. Hold up your next finger and say /a/. Hold up your last finger and say /p/.
- Point to each finger as you say the sounds with children: /m/ /a/ /p/.
- Now grab those fingers and blend the sounds: mmmoo. What is the mystery word? Low.
- Blend the sounds: /m/ /a/ /p/. mmmoo, /m/ /a/ /p/, low.

map

### 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

• Repeat the steps to have children find the mystery word using /f/ /ā/ /m/, ram; /l/ /ā/ /t/, it; /m/ /ā/ /t/, mat; and /m/ /ē/ /, me.

**Daily Letter and Sound Review**

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

• Quickly review the **Letter, Affix, Picture, and Rhyme Word Cards**.

**Spelling Review**

OBJECTIVE: To practice spelling

• Seat children where they can write.

• Distribute **Worksheet 27**. Make

• Quickly review the following ten

echo the sounds, name the letter

appropriate responses on the line

1. /m/ m
2. /f/ r
3. /g/ g
4. /d/ d
5. /b/ b

"Let's practice spelling words. Pa

am."

• If children need help, unblend th

and write the letter that makes ex

• Spell each word out loud after ch

correct their work immediately.

• Repeat with #12 (camp).

• Have children set their worksheet

**New Increment: The**

"Echo these words and listen for

position. Raise your hand when

loud."

• Point to your mouth as you say e

"Elf," elf "End," end

"What sound do you hear in the

• Have children touch their throats

sound.

**PHONICS LESSONS**

New phonics concepts

are introduced in the

"New Increment"

section of lessons.

**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.

Write the following on the board:

elf end elm

"What letter do you see that might make the /f/ sound?" e

• If children do not know the name of the letter, say it for them.

"All of these words begin with /f/, and e is the first letter in all of these

words. E must be the letter making the /f/ sound."

"/f/ is the short sound of e. What's the long sound of

"Right! The long e says its name. Is e a consonant or

• Select children to code the words, read them, and i

sentences:

elf end elm

• Leave the words on the board for the remainder of

• Write the following on the board:

are

• Have children say the word are.

"This word is are. Repeat after me: are are

• Model a sample sentence using the word are.

"The peaches are ripe."

• Remind children what sight words are.

"This word is irregular, so it doesn't follow all of our

call words that don't follow our rules?" sight words

• Teach children the sound-spelling in the word are th

"However, it does follow some of our rules. Let's see

already in the word are."

"I see letter r in the middle of this word. What sound

spell?" /r/

• Teach children that the letters a and r together spe

are, and that the letter e on the end is silent. Tell th

irregular spelling and they will have to memorize th

word.

"Let's say the word again: are. The word are is irreg

and r combine to spell the sound /ar/, and the lette

word is silent."

**NOTE:** Letters a and r together will be taught

Lesson 71.

**HANDWRITING**

Students practice

handwriting skills and

learn letter shapes with

multisensory activities.

"Who can use the word are in a sentence?" various answers

"You'll see this sight word often, so you must be able to recognize it. You

will have to remember that letters a and r together spell the sound

/ar/, and the letter e at the end of the word is silent."

• Have children turn to page 31 in their reference booklets and check

off the word.

**Handwriting E**

• Seat children where they can write comfortably.

• Write a capital E on the board in the handwriting you want

children to learn. (Specific handwriting strokes are described in the

**Handwriting Instruction Guide**.)

"This is a capital E. Let's practice skywriting capital E's."

• Have children skywrite capital E's.

"Get out your worksheet."

• Draw handwriting lines on the board. Write a capital E on the lines,

using the strokes taught earlier.

• Have children write a capital E on their worksheets. They should name

the letter as they write it. Assist any children who need help.

• Write a lowercase e on the lines in the handwriting you want children

to learn.

"This is a lowercase e."

• Have children skywrite lowercase e's and then practice writing a

lowercase e beside the capital E on their worksheets. They should

name the letter as they write it.

• Have children set their worksheets aside for use later in the lesson.

• Leave the handwriting lines and letters on the board for the

remainder of the lesson.

**OPTIONAL HANDWRITING PRACTICE:** For additional

handwriting practice in class or as homework, distribute

**Handwriting Practice Ee**. Have children practice writing capital

and lowercase e's using the strokes you've taught.

**Spelling with Letter Tiles**

• Distribute the **Letter Tile** containers and a set of **Letter Tile e**. (Make

sure patterns match.)

• Point out the capital and lowercase e's, and let children examine the

two sides.

"Hold up your Letter Tile. Turn it so I can see the green capital E."

• Repeat with the purple lowercase e.

# 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 /i/. 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, /i/.'"*

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

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

*"The i on this card has a breve on it to help us remember that /i/ 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**.

### Twin Consonants

- Write the following on the board:
 

hi ll

*"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:
 

hī ll

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

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

*"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*:
 

hī l/

*"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."*


**Letter Card 10**



**Picture Card 12**



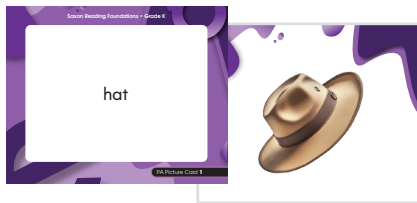
**Spelling Card 12**



110 Saxon Reading Foundations K

Lesson 16

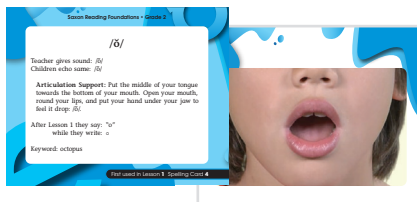
Lesson 16 • The Letter i 111



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



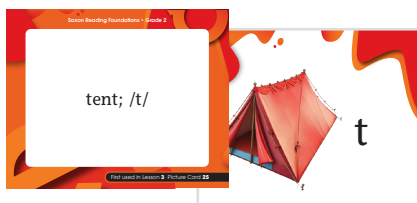
**Letter Cards** are a valuable tool for reviewing and reinforcing letter names and recognition of letters and letter clusters in written form.



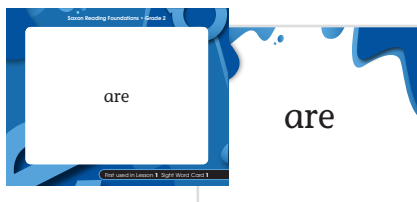
**Spelling Cards** are designed to instruct students in regular spelling patterns associated with common sounds.



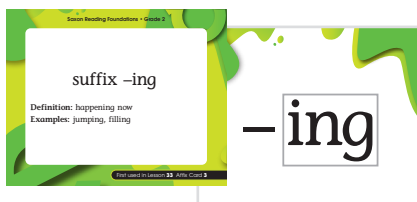
**Alphabet/Accent Cards** aid in accenting practice without sounding out new words. The cards feature small alphabet sequences that reinforce alphabetical order.



**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.

### Building Words with the Suffixes -ed and -ing

**MORPHOLOGY EXTENSION 1**  
Teach after Lesson 33

**OBJECTIVE:** To add the suffixes -ed and -ing to root words to build words with new meanings

**LESSON PREPARATION**

- Affix Cards 3 and 4
- Morphology Extension Practice 1

**I DO**

Hold up Affix Cards 3 and 4. Let's learn how adding the suffix -ed or -ing to root words changes their meaning. I'll do the first one. Watch me. Write the word **jumping** on the board. **Jumping**. This looks like the word I know, **jump**, but there is an -ing at the end of the word. When I box off the suffix -ing, I can see the root word that is left in the root word **jump**. I will underline the root word **jump**. I know what the root word **jump** means. If I see the suffix -ing at the end of word I know the suffix is telling me the action is happening right now. **Jumping**. He is jumping.

Write the word **jumped** on the board and point to it. **Jumped**. This also looks like the word I know, **jump**, but there is an -ed at the end of the word. I will box off the suffix -ed and underline the root word **jump**. I know the suffix -ed at the end of the word lets me know the action **jump** happened in the past. **Jumped**. She jumped yesterday.

Write the word **fold** on the board. **Fold**. How could I let you know that this action is happening right now? I know! I will add the suffix -ing to show that the action is happening right now. Add the suffix -ing and box it off. Underline the root word **fold**. **Folding**. He is folding the clothes.

I'll build another word. Write the action happened in the past? happened in the past. Add -ed to the root word. **Folded**. She folded.

**WE DO**

Let's look at some words together. Study? Write the word **filling** on the board. Let's read this word aloud together. **filling**. Do you see a word you know in this word **filling**? Yes! **Fill**. What suffix is at the end of the word? Yes! -ing. Box off the suffix -ing and underline the root word **fill**. How does adding the suffix -ing change the meaning of the word? Yes! The suffix -ing means the action is happening right now. She is filling the cup.

Let's try a different one. Write the word **filled** on the board. Let's read this word aloud together. **filled**. What is the root word? Yes! **Fill**. What is the suffix at the end of this word? Yes! -ed. Box off the suffix and underline the root word. What does the suffix -ed at the end of the word tell us about the action? Yes! It means the action happened in the past. **Filled**. He filled the bucket with sand.

Write the word **bark** on the board. **Bark**. How could we show this verb is happening right now? Yes! By adding -ing. What does -ing let us know about the action? Yes! That it is happening right now. Add -ing to the word **bark**, box off the suffix, and underline the root word. **Barking**. The dog is barking.

Let's build another word together. Write the word **bark** on the board. **Bark**. How could we show this action happened in the past? Yes! By adding -ed. What does the suffix -ed let us know about the action? Yes! That it happened in the past. Add -ed to the word **bark**, box off the suffix, and underline the root word. **Barked**. The dog barked last night.

**YOU DO**

Now it's your turn! Write the words **dusting** and **dusted** on the board. Have children read the words aloud, box off the suffixes, underline the root words, and explain how the suffixes change the meaning of the words. Then have children think of sentences using both of these words.

Write the word **land** on the board. Have children add suffixes -ed and -ing to the word **land**. Box off the suffixes, and explain the new meanings of both words. Have children think of sentences using both of these words.

Name \_\_\_\_\_

### Suffixes -ed and -ing

► Read each word in the Word Bank. Box off the suffix -ed or -ing and underline each root word. Then add each word to the chart to show if it is happening right now or in the past. The first two are done for you.

Happening Right Now	Happened in the Past
<b>jumping</b>	<b>jumped</b>
helping	picked
wished	helped
wishing	picking
	sniffing

► Write two sentences using one word from each column.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

► Add -ed to the end of a word to tell about an action in the past.  
Add -ing to the end of a word to tell about an action that is happening right now. You will use each suffix more than once.

-ed	-ing
1. He is fold _____ the paper.	
2. The dog bark _____ at the cat.	
3. She jump _____ with the rope.	
4. He is fill _____ the cup.	
5. The plane land _____ on the strip.	

► Choose another word you know. Write sentences with the word in past and present tense using the suffixes -ed and -ing. Draw a picture of one of the sentences you wrote.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Fluency

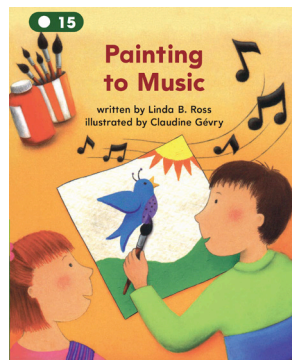
## EXPLICIT, SYSTEMATIC PRACTICE DEVELOPS READING FLUENCY

### Fluency Readers

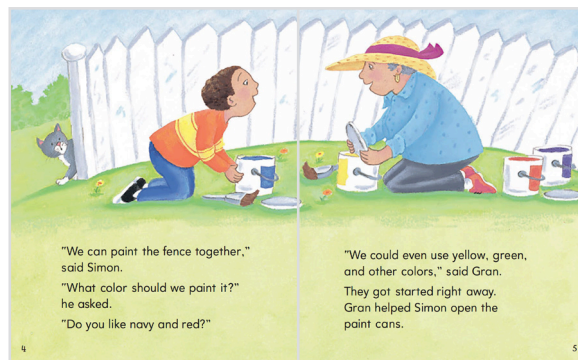
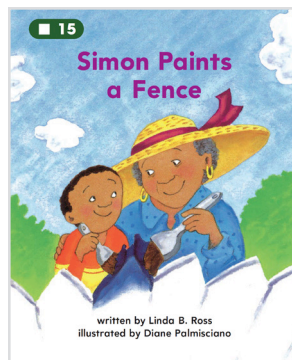
Saxon's supportive fluency instruction provides guidance for teaching fluency, including modeling fluent reading, guiding students through repeated readings, and providing many opportunities for independent reading to build confidence.

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.

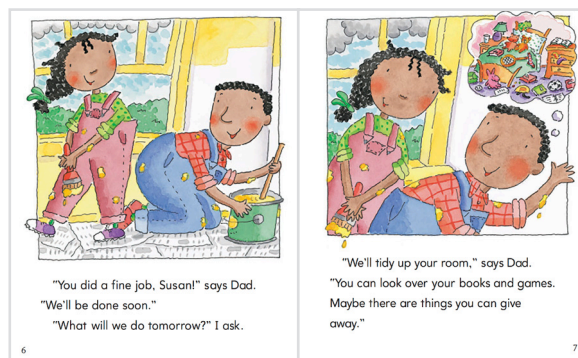
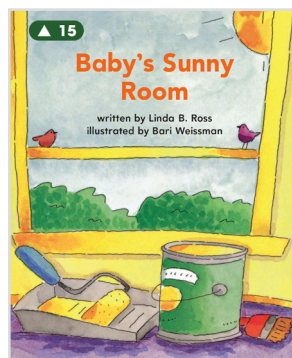
#### Level A



#### Level B



#### Level C



**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.



## Fluency Practice and Formal and Informal Fluency Assessment

Name \_\_\_\_\_

*Example*

Gran has been resting in bed. //  
Mom goes to see her. //  
"I am going to help," I said. //

Gran has been resting in bed.  
Mom goes to see her.  
"I am going to help," I said.  
"I will let these plants have a drink."  
Gran is thrilled that I am helping.  
She keeps kissing me.  
"I do feel better," Gran said with a grin.  
"And so do my plants!"  
Gran has three friends there.  
Dee, Ling, and Hank help Gran.

6  
11  
18  
26  
33  
37  
44  
46  
51  
56  
62

Words read in one minute \_\_\_\_ • Number of misses \_\_\_\_ • Words Correct Per Minute (WCPM) \_\_\_\_

For use after Lesson 35 • Second Reading Foundations 1

FLUENCY PROGRESS

From Fluency Reader 3.6, A Big Thank You

1. hand  
hi  
hot  
ran  
who

2. ran who its as

3. hi  
hand  
who  
as

4. ran  
who  
hand

5. hand hot hi its ran

6. its  
who  
as  
hand  
hi

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For use with Lesson 20 • Second Reading Foundations 1

Handwriting Practice 2

## FLUENCY ASSESSMENTS

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

[illegible]

## COMPREHENSIVE SUPPORT FOR EFFECTIVE INSTRUCTION

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.

### 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 authors do?" write books*

*"Correct. Cynthia Benjamin is an author, which means that she wrote 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 pictures in this book."*

### PRINT AWARENESS

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

### 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 smaller. He was about the size of a kid's foot.*

- 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.

### 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.

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LESSON  
37

332 Saxon Reading Foundations 2

Lesson 37 • Digraph oo 332

# 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
<b>40</b> Decodable Reader 4		<b>New Concept:</b> • Add an initial syllable	<b>Spelling Sound Review:</b> • Spell letter sounds					<ul style="list-style-type: none"> <li>• Read <i>ic</i> words, words with blends, and words with twin consonants</li> <li>• Spell <i>ic</i> and <i>i→</i> words</li> </ul>
<b>41</b> The Letter <b>C</b>	<ul style="list-style-type: none"> <li>• Review and identify vowels</li> </ul>	<b>New Concept:</b> • Delete a final syllable	<b>Daily Letter and Sound Review:</b> <ul style="list-style-type: none"> <li>• Practice letter recognition</li> <li>• Practice letter sounds</li> <li>• Practice sight words</li> </ul> <b>Spelling Sound Review:</b> <ul style="list-style-type: none"> <li>• Spell letter sounds</li> </ul>	<b>Support:</b> connect letter <i>c</i> to sound / <i>k</i> / with sign language <b>Reinforce:</b> name letters and their sounds <b>Extend:</b> match words with pictures		<ul style="list-style-type: none"> <li>• Reading and spelling consonant <i>c</i></li> <li>• /<i>k</i>/ sound of <i>c</i></li> <li>• <i>k</i> and <i>c</i> spelling rules</li> </ul>		<ul style="list-style-type: none"> <li>• Match capital and lowercase letters</li> <li>• Code and read <i>ic</i> words</li> <li>• Connect letters <i>c</i> and <i>k</i> to sound /<i>k</i>/</li> <li>• Spell <i>ic</i> words beginning with <i>c</i> and <i>k</i></li> <li>• Read connected text</li> <li>• Read high-frequency words</li> </ul>
<b>42</b> The Letter <b>E</b>	<ul style="list-style-type: none"> <li>• Review vowels</li> <li>• Name each letter in alphabetical order</li> </ul>	<b>New Concept:</b> • Delete an initial syllable	<b>Daily Letter and Sound Review:</b> <ul style="list-style-type: none"> <li>• Practice letter recognition</li> <li>• Practice letter sounds</li> <li>• Practice sight words</li> </ul> <b>Spelling Sound Review:</b> <ul style="list-style-type: none"> <li>• Spell letter sounds</li> </ul>	<b>Support:</b> practice the letter shape ( <i>Ee</i> ) with kinesthetic movements <b>Reinforce:</b> identify letters ( <i>z, c, d</i> ) <b>Extend:</b> write the letter that makes the sound		<ul style="list-style-type: none"> <li>• Reading and spelling vowel <i>e</i></li> <li>• Short vowel sound /<i>e</i>/</li> </ul>		<ul style="list-style-type: none"> <li>• Match capital and lowercase letters</li> <li>• Code and read <i>ic</i> and <i>i→</i> words and words with twin consonants</li> <li>• Spell <i>ic</i> words</li> <li>• Read connected text</li> <li>• Read high-frequency words</li> </ul>
<b>43</b> Long <b>E</b>	<ul style="list-style-type: none"> <li>• Review the alphabet</li> </ul>	<b>New Concept:</b> • Substitute a final syllable	<b>Daily Letter and Sound Review:</b> <ul style="list-style-type: none"> <li>• Practice letter recognition</li> <li>• Practice letter sounds</li> <li>• Practice sight words</li> </ul> <b>Spelling Sound Review:</b> <ul style="list-style-type: none"> <li>• Spell letter sounds</li> </ul>	<b>Support:</b> use gross motor skills to skittle vowel letters <b>Reinforce:</b> identify and describe letters <b>Extend:</b> write the letter that makes the sound		<ul style="list-style-type: none"> <li>• Long vowel sound /<i>e</i>/</li> </ul>		<ul style="list-style-type: none"> <li>• Code, read, and spell <i>ic</i> and <i>i→</i> words</li> <li>• Code and read words with blends and words with twin consonants</li> <li>• Read connected text</li> <li>• Read high-frequency words</li> </ul>
<b>44</b> Fluency Reader 4		<b>New Concept:</b> • Substitute an initial syllable				<ul style="list-style-type: none"> <li>• Quotation marks</li> <li>• Speaker tag</li> </ul>	from	<ul style="list-style-type: none"> <li>• Read <i>ic</i> words, words with blends, words with twin consonants, and words with suffix <i>-s</i></li> <li>• Read and illustrate connected text</li> </ul>
<b>45</b> Decodable Reader 5		<b>New Concept:</b> • Blend onsets and rimes to form simple words	<b>Spelling Sound Review:</b> • Spell letter sounds			<ul style="list-style-type: none"> <li>• Exclamation point</li> </ul>		<ul style="list-style-type: none"> <li>• Read <i>ic</i> words, words with blends, and words with suffix <i>-s</i></li> <li>• Spell <i>ic</i> and <i>i→</i> words</li> </ul>

iv Saxon Reading Foundations K

Scope and Sequence iv

### 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.

<sup>6</sup> The rib is big.

<sup>7</sup> 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/ /i/ /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."*

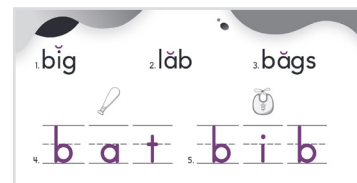
- Repeat with /ă/ and /t/. Children should write the letters a and t on the remaining lines.

*"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."*



# Differentiating Instruction

## PERSONALIZED INSTRUCTION TO ACCOMMODATE DIVERSE LEARNING NEEDS

OPTIONS FOR DIFFERENTIATION		
SUPPORT	REINFORCE	EXTEND
<p>For children who are struggling to write capital O and lowercase o, have them practice forming letters by skywriting.</p> <ul style="list-style-type: none"> <li>Have children face you, each an arm's length apart.</li> <li>Explain to children that they will skywrite letter o. Draw a capital O about three feet tall and a lowercase o about two feet tall on the board.</li> <li>Stand or sit with your back to the children and demonstrate skywriting a capital O, using your pointer finger and keeping your arm straight without bending the wrist or elbow. Use the letter talk through in the <b>Handwriting Instruction Guide</b> to narrate as you form each stroke.</li> <li>Have children skywrite the letter with you as you do this several times.</li> <li>Repeat for lowercase o. Then alternate between capital O and lowercase o.</li> <li><b>Optional extension:</b> turn off the lights and have children take turns using flashlights to skywrite capital O and lowercase o.</li> </ul>	<p>For children who are learning to connect the letter o to its short and long vowel sounds, have them practice naming both sounds.</p> <ul style="list-style-type: none"> <li>In advance, make a game spinner out of a paper plate, a brad, and a paper clip. Draw lines on the paper plate to divide it into quarters, and use copies of <b>Picture Cards 2</b> and <b>3</b> in each quarter. (For instructions on how to make a game spinner, see the <b>Resources for Differentiation Guide</b>.)</li> <li>Have three to four children sit facing you. Have children take turns spinning the spinner. When the paper clip lands on one of the <b>Picture Cards</b>, the child should say the keyword and the sound that letter o makes in the keyword. Have the other children repeat the keyword and sound chorally.</li> <li>Repeat until each child has had two or three turns. Offer support as needed.</li> </ul>	<p>For children who have mastered identifying words that begin with the sounds /o/, /ô/, and /n/, challenge them to match the beginning sounds in words with the letter that makes the sound.</p> <ul style="list-style-type: none"> <li>In advance, make a list of words that begin with the sound /n/, words that begin with the sound /ô/, and words that begin with the sound /o/. For example: <i>newt, north, nice, nature, nap, new, open, ode, owner, over, oval, only, olive, octagon, on, ox, otter, omelet, and October</i>. Include about 25–30 words.</li> <li>Draw three columns on the board. Write letter o coded with a macron at the top of one column (ô), letter o coded with a breve at the top of the second column (ô), and letter n at the top of the third.</li> <li>Have children line up in front of the board. Say the first word on your list, stressing the initial sound. Hand the first child in line a sticky note and have them stick it in the column on the board with the letter that matches the beginning sound in the word. Offer support as needed.</li> <li>Have each child go to the end of the line after their turn. Play until each child has had several turns.</li> </ul>

### 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

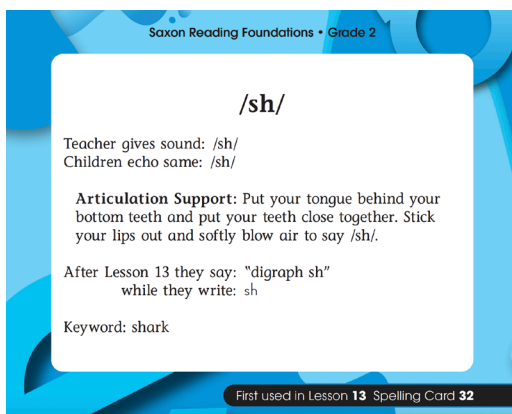
**REINFORCE VOCABULARY Substantial** When completing the worksheet, name each picture and have children point to the picture and say the word chorally. Then have partners turn and tell each other the name for each picture. To support guardians and children at home, write the word for each picture at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

# Spelling

## ENGAGING SPELLING ACTIVITIES REINFORCE LEARNING

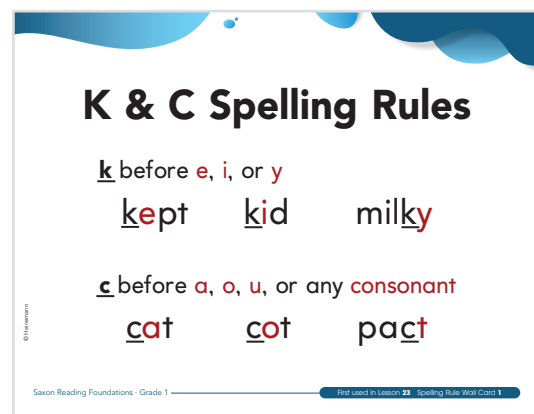
### Spelling Instruction

*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.



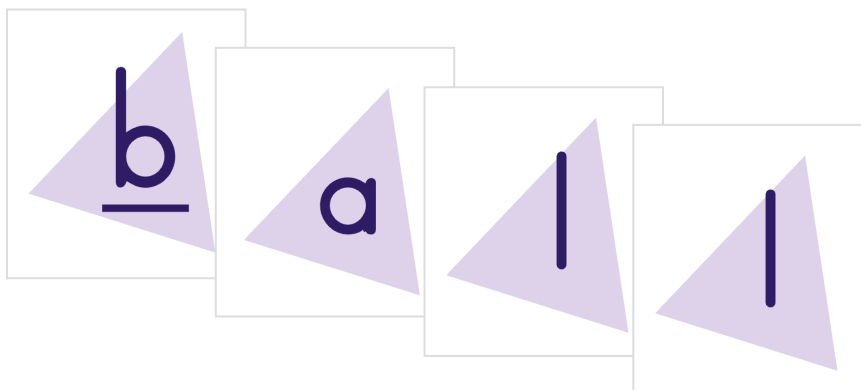
#### SPELLING DECK

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.



Name \_\_\_\_\_

**L I** 

\_\_\_\_\_

\_\_\_\_\_

➡ 1. \_\_\_\_\_

 \_\_\_\_\_  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

★ 2. \_\_\_\_\_

3. 

I	i	t	s	o	l
---	---	---	---	---	---

4. 

L	L	T	L	S	O	L
---	---	---	---	---	---	---

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Saxon Reading Foundations K \_\_\_\_\_ **WORKSHEET 1**

# 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.

**Decodable Reader: Story Vocabulary**

- Before distributing the reader, discuss the meaning of the following phrase (if necessary):  
do laps (page 1)
- Distribute **Decodable Reader 10** (*Pigs Can Sleep*).

**Decodable Reader: Understanding the Story**

- Select a child to read the title aloud.  
*"What does the title of this story tell you about what you'll read?"* various answers
- Have children read the story independently. Continue with the following questions when they finish:  
*"What time of year is it at the beginning of the story?"* summer  
*"How can you tell what time of year it is?"* three pigs go swimming; grass is green; pigs wearing shorts  
*"Who works and who has fun?"* Pink Pig works; other three pigs have fun  
*"Why is Pink Pig working so hard?"* to have a soft bed and a warm house for the winter  
*"What time of year is it at the end of the story?"* winter  
*"How can you tell?"* pigs are shivering; snow outside  
*"What lesson do you think the three friends learned?"* work hard now to prepare for later

**Decodable Reader: Print Awareness**

- Point to the cover of the book.  
*"What's another word for a book's name?"* title  
*"Right. What form of letters do we use for important words in titles?"* capital letters
- Point to the author and illustrator bylines and read them aloud.  
*"What did Cynthia Benjamin do?"* wrote the book  
*"Is Cynthia Benjamin the book's author or illustrator?"* author  
*"Is Ellen Sasaki the author or illustrator?"* illustrator  
*"Right. What does an illustrator do?"* draws the pictures
- Keep the readers at school for practice. Send them home when children can read them easily.
- Distribute colored pencils and let children color the pictures.

LESSON 34

Lesson 34 • Digraph ee 345

# 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.

**Picture Card 44**

• Show children **Picture Card 44** and then put it behind **Picture Card 42** in the **Review Deck**. Keep the cards in this order for the remainder of the year to reinforce the fact that combination *ar* makes two sounds. Also, reinsert **Letter Card 35** into the **Review Deck**.

*"Now take out your Student Spelling Dictionary and Reference Booklet."*

• Allow time for children to locate their booklets.

*"Look under Irregular Spelling Words in the Table of Contents."*

• Have children turn to Irregular Spelling Words. Together, read the words with */ar/* spelling.

*"These are some common words that contain *ar*. You should be able to recognize these as words that make the */ar/* sound."*

• Allow time for children to examine the */ar/* words on the page.

*"Can you think of any words that make the */ar/* sound and are spelled with *ar* but are not on this list?"*

• Allow time for children to think of some words. If they are able to think of any appropriate ones, write the words on the board and have children copy them into their booklets.

• Discuss the definition and pronunciation of each word. Then have children close their booklets and put them away.

*"We will not add the *ar* spelling to our */ar/* spelling card because it doesn't occur very often."*

**Spelling with Combination *ar* /*er*/**

• Make sure children are seated where they can write comfortably.

*"Now we are going to spell some words that include the */er/* sound of combination *ar*. Take out your practice sheet again and turn to the back. Put your finger on #7. Spell the word mustard on the lines."*

• Repeat with #8 (hangar) and #9 (custard).

• Have children take their practice sheets home at the end of the day.

**Application and Continual Review**

**Boardwork**

*"Let's code some words like the ones you'll have on your worksheet today."*

• Write the following words on the board, one at a time:

curl      concert

**Worksheet 24**

• Select children to come to the board and code the words. The words should be coded as follows:

curl      t c n l e r t  
v c l e v

• Once the words are correctly coded, have children read and use in sentences.

• Leave the words on the board for children to refer to when completing their worksheets.

**Worksheet**

• Seat children where they can write comfortably. Distribute **Worksheet 24**.

*"Turn your paper to the worksheet side."*

• Make sure children turn to the correct side.

*"Code the words by #1-6 and read each word to yourself."*

*"Then draw lines from the pictures to the matching words."*

*"When you finish, read the sentences and fill in the blank to complete #7-10."*

• As children work, provide help as needed. Have each child correct any incorrect answers.

• Try to call each child to your desk at some time during the day to read some or all of the words on the worksheet, or let children read and listen to each other.

• Always make sure that each child's worksheet is corrected before sending it home. The worksheet serves as a guide to help children and guardians complete the homework.

**Homework**

*"Turn your paper over to the homework side."*

*"Code and read the words by #1-6, and draw lines from the pictures to the matching words."*

*"Then read the sentences and fill in the blank to complete #7. Fill in the bubbles to complete #8 and 9."*

*"When you finish your paper, read it to someone at home."*

*"Remember to also read and spell the words in the High-Frequency Word Box on your Spelling and High-Frequency Word Practice sheet to someone at home. Then bring the practice sheet back to school."*

• Have children take their worksheets home at the end of the day.

**Combination *ar***

1. carp  
2. collar  
3.cheddar  
4. sir  
5. perfect  
6. she

Barb can run fast. She can run far. Barb will enter a contest. She will win if she runs fast. The winner will win a dollar. Tom and Kim will go with Barb to the contest. It will be fun.

7. The winner will run \_\_\_\_\_

8. What will the winner win?

☐ ribbon      ☐ dollar      ☐ two dollars

9. Tom and Kent will go with Barb.

☐ yes      ☐ no

10. Who will enter the contest?

☐ Barb      ☐ Tom      ☐ Kim

#### 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** \_\_\_\_\_  
(BOY: Beginning of Year)

**MOY Date** \_\_\_\_\_  
(MOY: Middle of Year)

**EOY Date** \_\_\_\_\_  
(EOY: End of Year)

**Test administrator:** Point to the letters/words, moving from left to right. If a row is missed or read incorrectly.

**HOW TO RECORD STUDENT ANSWERS:**  
Use a different color when assessing BOY, MOY, and EOY. Or, mark correctly by putting a slash through letters/words. If a student self-corrects, write "sc" over them but do not count them correct.

**PART A: Letter Names BOY: /26 M**

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

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
<b>Part A &amp; B: Letter Names</b>									
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
<b>Part C &amp; D: Letter Sounds</b>									
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									

**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
<b>Part A &amp; B: Letter Names</b>	<ol style="list-style-type: none"> <li>Letter/Sound Identification in Resources for Differentiation.</li> <li>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.</li> <li>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.</li> <li>Sand Letters in Resources for Differentiation.</li> </ol>	<ol style="list-style-type: none"> <li>Letter/Sound Identification in Resources for Differentiation.</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>Letter/Sound Identification in Resources for Differentiation.</li> </ol>

## 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/, /â/, /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 in the word and spell the word on on the line."*

- Give children a chance to spell the whole word, and have children to help them spell.

*"Now, let's check our spelling on the line."*

- 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 word to the picture.
- Have the **Teacher's Assessment** page. Turn to the **Teacher's Response** page.
- With one child at a time, read the words and have the child write the word. Have the child read the word and have the teacher administer the oral portion of the assessment. Record the answers as you conduct the assessment.

Name \_\_\_\_\_



# Assessment

**A.**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**B.**

6. \_\_\_\_\_

# 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](https://hmhco.com/terms-of-purchase#digital-products).



## Notes



## Notes



To learn more about how *Saxon Reading Foundations* can effectively help K-2 students become successful readers, please visit [hein.pub/reading-foundations](http://hein.pub/reading-foundations)

