



Science of Reading Instruction

A brief overview of how *Saxon Reading Foundations* supports the essential elements of literacy

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.

WHAT'S INSIDE

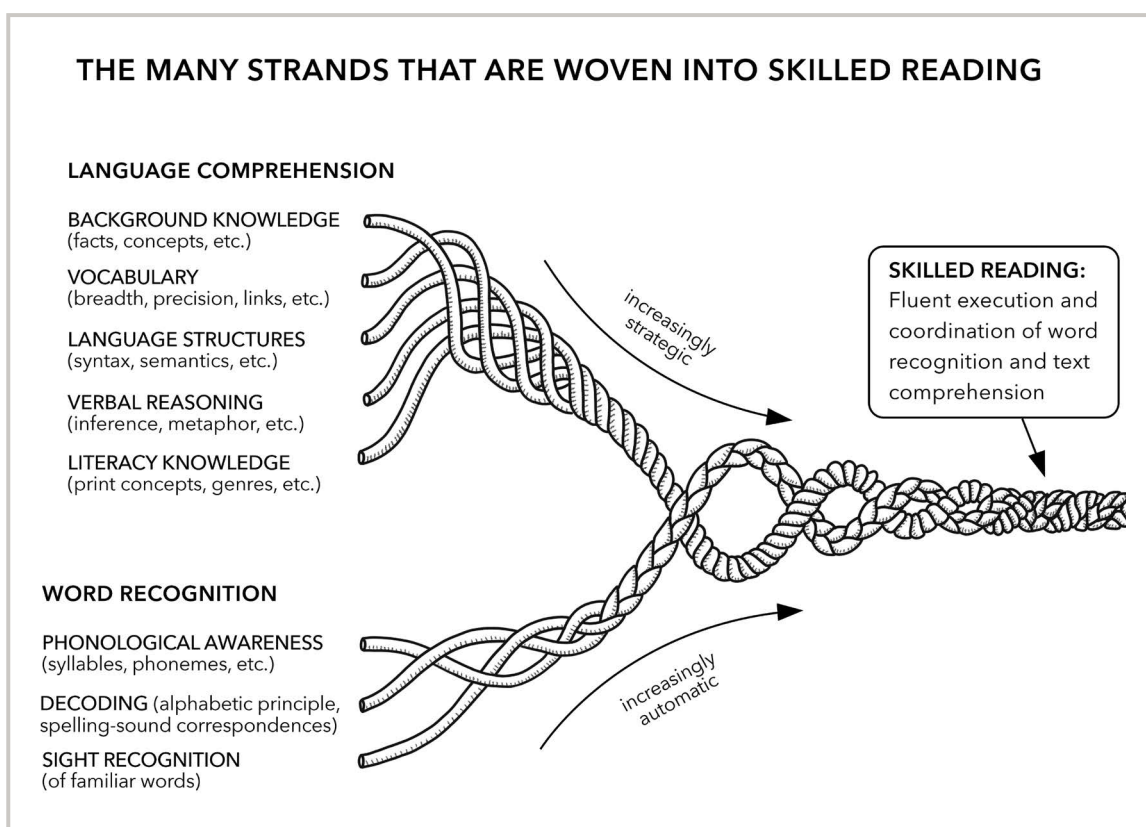
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Scan below to learn more about *Saxon Reading Foundations'* efficacy in this detailed research document.



Effective Foundational Skills Instruction Grounded in the Latest Research

The Structured Literacy Framework underscores the importance of developing proficient readers by ensuring students have a strong command of both language comprehension and structure, along with word recognition skills. *Saxon Reading Foundations™* focuses on the elements of word recognition to build language comprehension, fostering the development of skilled readers and nurturing critical thinking abilities in students.



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 & D. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 97–110). Guilford Press.

Explicit and Systematic Phonics Instruction

Saxon Reading Foundations builds foundational skills with a unique, evidence-based method. The program provides systematic, explicit, incremental, and cumulative instruction with application and continual review across early literacy with a specific focus on phonemic awareness, phonics, decoding, spelling, and fluency. Built-in instructional support and optional, detailed scripting provides a scaffold as new concepts are introduced, making it easy to simultaneously teach phonics, spelling, and handwriting.

Each grade includes a grade-level scope and sequence that identifies the skills taught in that grade's instruction and the order in which the skills are taught. This gives teachers an at-a-glance view of the skills that are addressed each week, and how these skills build on each other.

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 by supporting, reinforcing, or extending instruction.

New Concepts

(Phonics/Print Awareness)
New skills taught each week. Skills build from simpler to more complex following a logical, sequential order.

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.

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	<ul style="list-style-type: none">Name each letter in alphabetical order	Daily Letter and Sound Review <ul style="list-style-type: none">Practice letter recognitionPractice affixesPractice letter soundsPractice sight words Spelling Sound Review <ul style="list-style-type: none">Spell letter soundsSpell words	New Concept: <ul style="list-style-type: none">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	<ul style="list-style-type: none">BlendsThe blends <i>pl, xl, sn, sp, spl</i>, and <i>st</i>		<ul style="list-style-type: none">Identify vowels and consonantsBlend soundsRead <i>ic</i> and <i>v</i> → words	
14 The Letter D	<ul style="list-style-type: none">Use kinesthetic responsePractice the alphabet	Daily Letter and Sound Review <ul style="list-style-type: none">Practice letter recognitionPractice affixesPractice letter soundsPractice sight words Spelling Sound Review <ul style="list-style-type: none">Spell letter soundsSpell words	Review Concept: <ul style="list-style-type: none">Blend onsets and rimes to form simple words	Support: learn to remember which direction lowercase <i>d</i> faces Reinforce: identify and read words with the letter <i>d</i> in context Extend: identify letters by their sounds	<ul style="list-style-type: none">Reading and spelling consonant <i>d</i>Quotation marksSpeaker tags	said	<ul style="list-style-type: none">Identify vowels and consonantsBlend soundsReview sentencesIdentify capital and lowercase lettersRead <i>ic</i> and <i>v</i> → words	Decodable Reader 2: <ul style="list-style-type: none">Plan and Toss
15 Assessment	<ul style="list-style-type: none">Use kinesthetic responsePractice the alphabetIdentify vowels	Daily Letter and Sound Review <ul style="list-style-type: none">Practice letter recognitionPractice letter soundsPractice sight words Spelling Sound Review <ul style="list-style-type: none">Spell letter sounds	New Concept: <ul style="list-style-type: none">Segment simple words into onsets and rimes	Targeted remediation activities from the Resources for Differentiation Guide	<ul style="list-style-type: none">Apostrophe			Fluency Reader 1: <ul style="list-style-type: none">Level A: <i>Spin, Spin</i>Level B: <i>Dolls Spin</i>Level C: <i>A Top and an Ant</i>
16 The Letter F	<ul style="list-style-type: none">Review vowelsReview the alphabet	Daily Letter and Sound Review <ul style="list-style-type: none">Practice letter recognitionPractice affixesPractice letter soundsPractice sight words Spelling Sound Review <ul style="list-style-type: none">Spell letter soundsSpell words	Review Concept: <ul style="list-style-type: none">Segment simple words into onsets and rimes	Support: distinguish between words that start with <i>f</i> and words that do not Reinforce: spell and change words with letter <i>f</i> Extend: spell words with letter <i>f</i>	<ul style="list-style-type: none">Reading and spelling consonant <i>f</i>The blend <i>ff</i>	of	<ul style="list-style-type: none">Read and spell words with blends <i>sn, sp, and st</i>Read and spell words with suffix <i>-s</i>Read <i>ic</i> and <i>v</i> → wordsIdentify voiced and unvoiced soundsIdentify vowels and consonantsBlend soundsReview capital and lowercaseReview periods	

Alphabet Activity

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

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.

Phonemic/Phonological Awareness

Updated phonological and phonemic awareness activities better align to the Science of Reading. This includes key skills such as identifying and manipulating words, syllables, and sounds in oral language, including onsets and rimes, blending, segmenting, and more. Phonological and phonemic awareness are essential pre-reading skills.

Review

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

Readers

Fluency and Decodable Readers provide children with reading opportunities throughout the year so they can apply and practice their phonics and fluency skills.

Application and Continual Review

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.

Grade 2 Teacher's Manual

Refer to the **Student Spelling Dictionary and Reference Booklet**, p. 30.

Return to **Spelling and High Frequency Word Practice 24**.

New Words

- 7. mustard
- 8. hangar
- 9. custard

Have children put their practice sheets in their **Homework Folders**.

Boardwork

6 Saxon Phonics and Spelling

• Show children **Picture Card 44** and then put it behind **Picture Card 43** 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. On what page do irregular spellings for the sound /er/ begin?" page 30.

• Have children turn to page 30. 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 /er/ sound."

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

"Can you think of any words that make the /er/ 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 /er/ 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 put their practice sheets in their **Homework Folders**.

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

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

curl cōn|cērt
 v c | c v

• Once the words are correctly coded, have children read and use them 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. Then fill in the bubbles to complete #8–#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 parents or 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 read and spell the words in the High Frequency Word Box to someone at home. Then bring the practice sheet back to school."

• Have children put their worksheets in their **Homework Folders**.

Distribute and have children complete **Worksheet 24**.

Grade 2 Worksheet

Name _____

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

Saxon Phonics and Spelling 2

Lesson 24 • Continual Review

Boardwork

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.

Phonological and Phonemic Awareness

Explicit Instruction

Saxon Reading Foundations instruction ensures that students develop the phonological and phonemic awareness skills that are critical to reading acquisition. The program follows the gradual release of responsibility model, includes opportunities for incorporating multisensory instruction to engage all the senses, and provides immediate corrective feedback.

Phonological and phonemic awareness activities are 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.

Phonological Awareness Activity

OBJECTIVE: To segment (big) compound words into smaller words

“Let’s play Show Me to break big words into two smaller words and then put them back together again!”

• **I DO** • “Watch me.”

- Hold your arms straight out in front of you with your hands in fists touching each other and say *catfish*. Move your right fist to the right and say *cat*. Move your left fist to the left and say *fish*.
“The big word catfish is made up of two small words: cat and fish. Watch me put them back together again.”
- As you bring your fists together again, say *cat, fish, catfish*.
• **WE DO** • “Let’s practice together now! Let’s hold our arms out in front of us like this.”
- Hold your arms out in front of you with your hands in fists touching each other.
“The word is raincoat. Say it with me: raincoat. Now, let’s take it apart. We will move the first word over and say it, and then we’ll move the second word over and say it.”
- Model moving your arms and saying *rain* and *coat* as children do the same.
“What are the two smaller words inside raincoat? Yes! Rain and coat! Now let’s put them back together. Bring your fists together again. Say it with me: raincoat.”
- Repeat with *snowflake* and *spaceship*.
• **YOU DO** • “Now it’s your turn!”
- Have children repeat the steps using the following words: *beehive, toothbrush, goodnight, hotdog*. When they successfully complete segmenting and blending words, reinforce the skill.
“You can take words apart and put them back together again!”

Daily Letter and Sound Review

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

➤ **REMINDER:** Review the cards within each deck in random order to prevent children from memorizing the responses.

- 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.

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Articulation Support

Each *Spelling Card*, available in *Saxon Reading Foundations’ 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 for their 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

Saxon Reading Foundations provides explicit and systematic phonics instruction, incorporating all components of the Orton-Gillingham language triangle (auditory, visual, and kinesthetic learning). The program teaches important phonics principles like letters, sounds, spelling, and sight words through engaging, multisensory activities. 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 providing instruction on the sounds, corresponding letters or letter patterns, or the process of combining these letters to form words, which is consistently reinforced and reviewed in subsequent lessons. 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 /r/ /b/ /m/, ram; /l/ /t/ /t/, it; /n/ /a/ /t/, mat; and /m/ /e/, me.

Daily Letter and Sound Review

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

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

Spelling Review

OBJECTIVE: To practice spelling

• Seat children where they can write.

• Distribute **Worksheet 27**. Make sure each child has one.

• Quickly review the following ten words. Have children echo the sounds, name the letter, and give appropriate responses on the line.

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

"Let's practice spelling words. Put your hands on your hips."

• If children need help, unblend the word and write the letter that makes the sound.

• Spell each word out loud after children correct their work immediately.

• Repeat with #12 (camp).

• Have children set their worksheets aside.

New Increment: The Letter e

"Echo these words and listen for the sound of the letter e. Raise your hand when you hear it."

• Point to your mouth as you say each word.

"elf" elf "End." end

"What sound do you hear in the word 'end'?"

• Have children touch their throats to feel the sound.

Phonics Lessons

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

Letter Tiles

Letter 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.

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 illustrate the new phonics skill.

Handwriting

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

• Write the following on the board:

elf end elm

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

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

"All of these words begin with /e/, and e is the first letter in all of these words. E must be the letter making the /e/ sound."

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

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

• Select children to code the words, read them, and write them.

elf end elm

• Leave the words on the board for the remainder of the lesson.

• 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 rules. Let's see if we can figure out how to spell it."

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

"However, it does follow some of our rules. Let's see if we can figure out how to spell it."

"I see the letter r in the middle of this word. What sound does it make?" /r/

• Teach children that the letters a and r together spell are, and that the letter e on the end is silent. Tell them to write the word and they will have to memorize the word.

"Let's say the word again: are. The word are is irregular, and r combine to spell the sound /ar/, and the letter e is silent."

NOTE: Letters a and r together will be taught in Lesson 71.

"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 91 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.

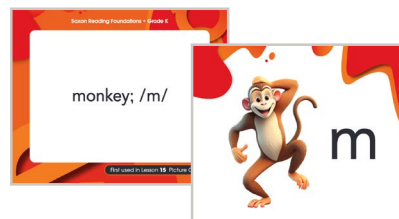
Phonics (continued)

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 flashcard activities covering important phonics concepts like letter-sound correspondence, review of known spelling patterns, identifying the accent in multisyllabic words, building automaticity while reading sight words, and review of affixes/basic morphology. Kindergarten focuses on the letter, spelling, picture, and sight word Review Decks. Grades 1 and 2 have the full 6 Review Decks.



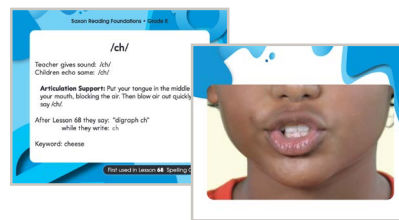
Letter Cards are a valuable tool for reviewing and reinforcing letter names and recognition of letters and letter clusters in written form.



Picture Cards showcase illustrations that depict keywords, serving as visual aids to help students recall specific letter sounds.



Sight Word Cards review some common words that do not follow phonics the phonics rules. Students will build automaticity through regular practice reading these irregular words.



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.



Affix Cards serve as a helpful tool for reviewing prefixes and suffixes, enhancing vocabulary and comprehension skills.

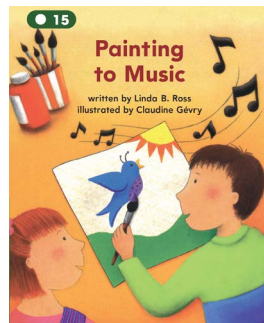
Fluency

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.

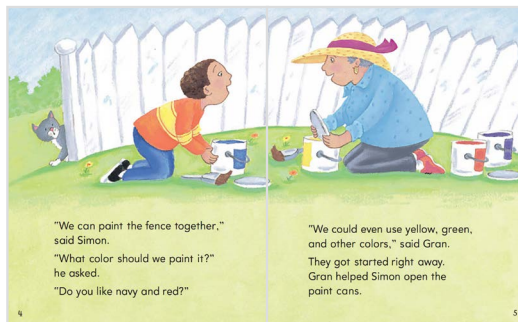
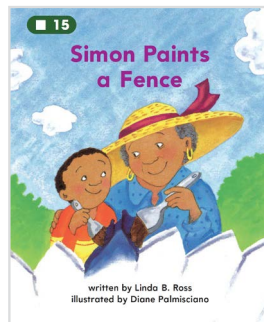
Fluency Readers in *Saxon Reading Foundations* provide students with explicit, systematic practice to help develop reading fluency. These fiction and nonfiction readers allow students to practice reading at their own reading level and provide activities that can be used 1:1 teacher:student or during small-group learning opportunities. All text in the Fluency Readers is fully controlled and only contains decodable text and sight words that have been taught already. The fluency readers, designed for use in whole class, small group, or individual instruction, are differentiated to allow students to practice their fluency skills at an appropriate reading level.

Fluency Readers

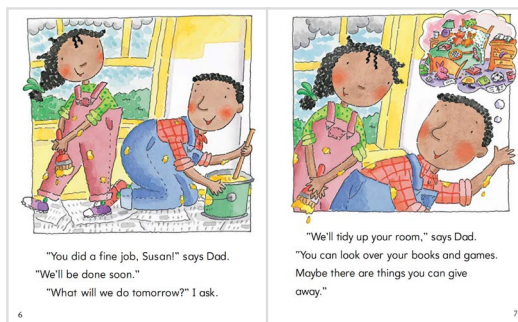
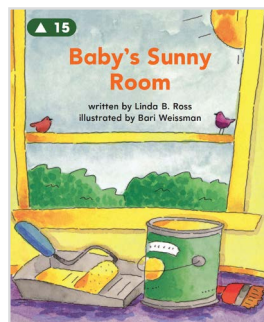
Level A



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.

Supportive Fluency Instruction Develops Early Literacy Skills

Fluency Readers

Saxon Reading Foundations offers comprehensive fluency instruction to support teachers in their teaching of fluency. This includes demonstrating fluent reading through modeling, guiding students in repeated readings, and providing independent reading opportunities. 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.

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.

Words read in one minute _____ Number of miscues _____ Words Correct Per Minute (WCPM) _____

For use after Lesson 15 • Saxon Reading Foundations 1

Name _____

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

7. hot
ran
hi
who
hand

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For use with Lesson 20 • Saxon Reading Foundations 1

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.

Name _____

What is a skit?
You act in a skit.
Who acts in skits?
The cast acts in skits.
The cast has a script.
The cast plans the skit.
The cast is in a craft class.
The kids snip bits of scraps.

Words read in one minute _____ Number of miscues _____ Words Correct Per Minute (WCPM) _____

For use after Lesson 25 • Saxon Reading Foundations 1

Beginning of the Year _____

End of the Year _____

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Vocabulary

Saxon Reading Foundations focuses on building vocabulary skills by establishing a strong base in phonics and fluency. This approach enables students to expand their vocabulary through independent reading. The program strategically introduces and regularly reinforces sight words and high-frequency words. It also provides extensive word lists for reading and spelling numerous decodable words and sight words. Teachers can use these lists to offer relevant examples for words aligned with each lesson's skill emphasis.

Students regularly review affixes using **Affix Cards** in the Review Decks during the daily Warm-Up. This practice helps them recognize common prefixes and suffixes, review their meanings, and understand how these morphological parts change the meaning of root words. By providing this solid morphological base, *Saxon* promotes greater understanding and recognition of word parts that enables students to read and spell new words, and to seamlessly incorporate new vocabulary words that share similarities with those they have already acquired.



Review Deck: Affix Cards

Vocabulary (continued)

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.

MORPHOLOGY
EXTENSION 1

Teach after Lesson 33

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

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

-ing
Affix Card 3

-ed
Affix Card 4

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 word that is left is the root word **jump**. I will underline the root word **jump**. I know what the root word **jump** means. If I use the suffix **-ing** at the end of the word I know the action is jumping or the action is happening right now. *Jumping*. He is jumping.

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.

jumped

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.

folding

I'll build another word. Write the word **fold** again. *Fold*. How could I let you know that this action happened in the past? I know I will add the suffix **-ed** to show that the action happened in the past. Add **-ed** to the word **fold**. Box off the suffix, and underline the root word. *Folded*. She folded the clothes yesterday.

folded

Morphology Extension 1 -ed, -ing 1

WE DO

Let's look at some words together. Ready? 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.

filling

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.

filled

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.

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 at us.

barked

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.

Read the directions to students for Morphology Extension Practice 1 and provide support as needed.

Saxon Phonics and Spelling 2

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.

jumping	sniffed	jumped
helping	picked	picking
wished	helped	sniffing
wishing		

Happening Right Now	Happened in the Past
jumping	jumped

► Write two sentences using one word from each column.

Saxon Phonics and Spelling 2

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

- He is **fold**_____ the paper.
- The dog **bark**_____ at the cat.
- She **jump**_____ with the rope.
- He is **fill**_____ the cup.
- 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.

Saxon Phonics and Spelling 2

Comprehension

Saxon Reading Foundations supports comprehension development and builds fluency through text-based practice, reading strategies, and assessments. *Saxon's* fluency instruction encompasses various elements such as print awareness and previews of story vocabulary, ensuring students are prepared to understand what they read. The Fluency Instruction Booklet provides guidance for teaching fluency, including modeling fluent reading, guiding students through repeated readings, and providing opportunities for independent reading. Assessments measure students' ability to comprehend main ideas, infer meaning, identify details, and draw conclusions.

Students also have numerous opportunities to read with meaning, utilizing specially designed Decodable Readers that support phonics instruction. The series employs controlled vocabulary, focusing only on letters, sounds, and sight words that students have already learned and reinforces understanding.

"Understanding the Story" sections, taught during whole-group instruction, aim to develop comprehension skills, enhance students' ability to comprehend and appreciate different type of texts. 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 word knowledge. In Grades 1 and 2, worksheets, homework, and assessments incorporate decodable passages with comprehension questions, enabling students to independently grasp the meaning of the stories they read.

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



Decodable Readers



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