SAVVAS

SAVVAS ESSENTIALS®

Foundational Reading

Give Every Student a Strong Start

Savvas Essentials®: Foundational Reading is a K-2 supplemental curriculum targeting concepts of print, phonological awareness, phonics and the teaching of high-frequency words, and fluency. **ALL GREEN:** Read about *Savvas Essentials®: Foundational Reading* on EdReports.org.

Built on Proven Reading Science

Aligned to the science of reading, the program provides teachers with explicit instruction for concepts of print, phonological awareness, phonics and the teaching of high-frequency words, and fluency. Teachers provide direct instruction, systematic modeling, and guide practice of the target skill. Students have frequent opportunities to practice skills both in print and digitally.
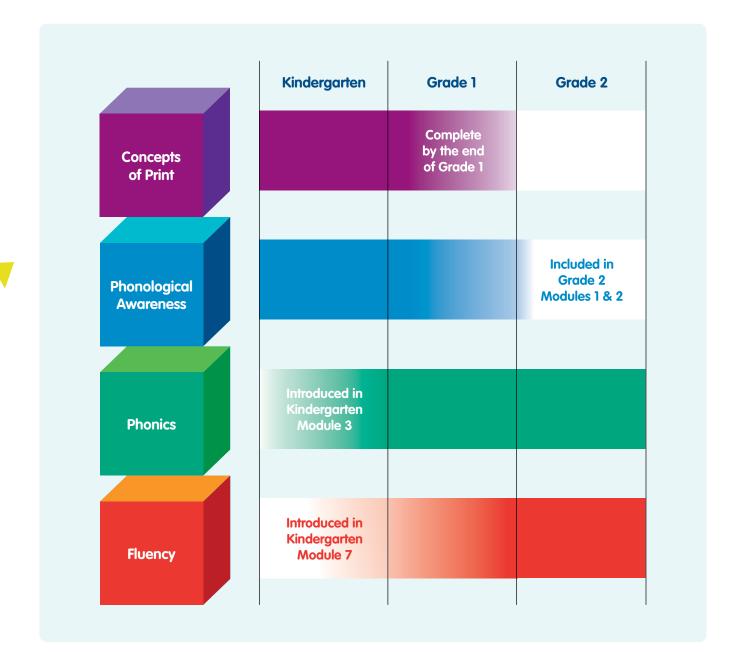
- **CONCEPTS OF PRINT** provides systematic and explicit instruction and practice that teaches students how print—letters, words, and sentences—work.

- **PHONOLOGICAL AWARENESS** is developed through explicit instruction, teacher modeling, and guided practice. The strand includes quick kinesthetic practice opportunities for students to review skills.

- **PHONICS** is taught in a structured and systematic way that teaches the 44 sounds of the English alphabet and is designed to have students reading connected text as quickly as possible.

- **HIGH-FREQUENCY WORDS** are taught as decodable words as much as possible, with two instructional routines: one for decodable high-frequency words and one for words that are not decodable, with a focus on developing students' fluency in reading both types of words.

- **FLUENCY** is built through a Foldable Decodable Reader for every lesson that gives students practice reading connected text, with a fresh passage to assess students' fluency after every 5 lessons beginning midway through Kindergarten.

Structured and Systematic

Foundational Reading follows a structured and systematic scope and sequence that provides explicit instruction, systematic modeling, and ample practice for all foundational reading skills, plus the teaching of high-frequency words.

	Kindergarten	Grade 1	Grade 2
Concepts of Print		Complete by the end of Grade 1	
Phonological Awareness			Included in Grade 2 Modules 1 & 2
Phonics	Introduced in Kindergarten Module 3		
Fluency	Introduced in Kindergarten Module 7		

Pathways for Your Needs

Foundational Reading offers two pathways for flexibly addressing different teaching and learning needs.

Sequential Pathway

The **Sequential Pathway** provides systematic instruction and practice in all foundational reading skills.

Concepts of Print	Phonological Awareness	Phonics	High-Frequency Words	Foldable Decodable
Authors p.9	Isolate and Pronounce Medial Sounds pp. 10–11	Consonant Pattern -*ck* pp. 12–13	*black, been* p. 14	*Hugo and Dad Can Kick* p. 15
	Isolate and Pronounce Final Sounds pp. 16–17	Final Consonant Blends pp. 18–19	*ask, best, just, its, fast* p. 20	*Frog on a Stump* p. 21
	Blend Phonemes pp. 22–23	Consonant Digraphs *sh, th* pp. 24–25	*then, them* p. 26	*Shan and Dad Can Fish* p. 27
	Segment Phonemes pp. 28–29	Consonant Digraphs *wh, ch* and Trigraph -*tch* pp. 30–31	*when, which, wish* p. 32	*When Chan Is Big* p. 33

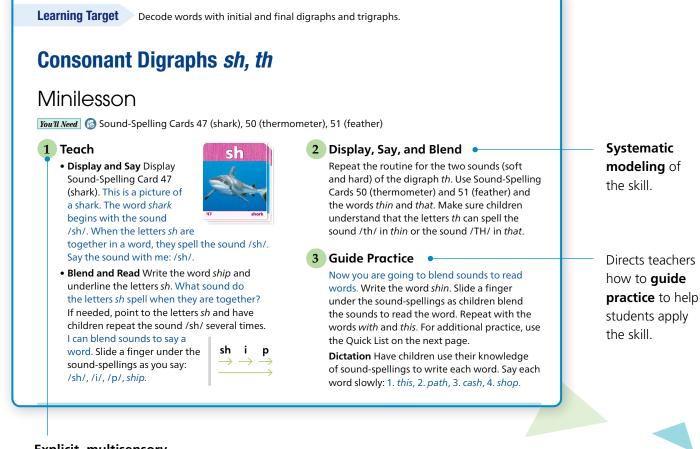| Concepts of Print	Phonological Awareness	Phonics	High-Frequency Words	Foldable Decodable
Authors p.9	Isolate and Pronounce Medial Sounds pp. 10–11	**Consonant Pattern -ck** pp. 12–13	*black, been* p. 14	*Hugo and Dad Can Kick* p. 15
	Isolate and Pronounce Final Sounds pp. 16–17	**Final Consonant Blends** pp. 18–19	*ask, best, just, its, fast* p. 20	*Frog on a Stump* p. 21
	Blend Phonemes pp. 22–23	**Consonant Digraphs *sh*, *th*** pp. 24–25	*then, them* p. 26	*Shan and Dad Can Fish* p. 27
	Segment Phonemes pp. 28–29	**Consonant Digraphs *wh*, *ch* and Trigraph -*tch*** pp. 30–31	*when, which, wish* p. 32	*When Chan Is Big* p. 33

Differentiated Pathway

The **Differentiated Pathway** allows teachers to pull from specific strands as needed to enhance core instruction and address individual learner needs.

Easy to Use

Foundational Reading uses a simple 3-step instructional design that fits seamlessly into your literacy block.

1. Minilesson

Minilessons provide explicit direction and scripting for both teaching and modeling target skills. Use minilessons for direct instruction of the target skill, or to reteach a target skill when using the program with a core literacy program.

Learning Target Decode words with initial and final digraphs and trigraphs.

Consonant Digraphs *sh, th*

Minilesson

You'll Need Sound-Spelling Cards 47 (shark), 50 (thermometer), 51 (feather)

1 Teach
- **Display and Say** Display Sound-Spelling Card 47 (shark). This is a picture of a shark. The word *shark* begins with the sound /sh/. When the letters *sh* are together in a word, they spell the sound /sh/. Say the sound with me: /sh/.
- **Blend and Read** Write the word *ship* and underline the letters *sh*. What sound do the letters *sh* spell when they are together? If needed, point to the letters *sh* and have children repeat the sound /sh/ several times. I can blend sounds to say a word. Slide a finger under the sound-spellings as you say: /sh/, /i/, /p/, *ship.*

sh → i → p

2 Display, Say, and Blend
Repeat the routine for the two sounds (soft and hard) of the digraph *th*. Use Sound-Spelling Cards 50 (thermometer) and 51 (feather) and the words *thin* and *that*. Make sure children understand that the letters *th* can spell the sound /th/ in *thin* or the sound /TH/ in *that*.

3 Guide Practice
Now you are going to blend sounds to read words. Write the word *shin*. Slide a finger under the sound-spellings as children blend the sounds to read the word. Repeat with the words *with* and *this*. For additional practice, use the Quick List on the next page.

Dictation Have children use their knowledge of sound-spellings to write each word. Say each word slowly: 1. *this*, 2. *path*, 3. *cash*, 4. *shop.*

Systematic modeling of the skill.

Directs teachers how to **guide practice** to help students apply the skill.

Explicit, multisensory instruction for teaching the skill.

2. More

More offers additional practice resources for the specific minilesson content. Teachers can choose from a variety of print and digital practice options to best address students' learning needs.

Provide **corrective feedback** for students who need additional support.

Offer **additional support** and build understanding.

Multisensory practice options—with support for auditory, visual, tactile, and kinesthetic learning— are provided at point of use.

Differentiating instruction suggestions, including support for multilingual learners, are provided at point of use.

Digital games engage students in hands-on, tactile skills practice.

More

▶ Sing
You'll Need ▶ See and Sing Video: "*S* and *H*"
Sing to the tune of "This Old Man."
S and *H*, they spell *sh*.
This is *S-H*, it spells *sh*.
With a *sh, sh, sh-sh-sh*—turn yourself around!
This is *S-H*, it spells *sh*!
Repeat with the letters *th* for the sound /th/ and again for the sound /TH/.

▶ Differentiated Instruction
Multilingual Learner Support The sound /sh/ may be difficult for speakers of other languages, and it may be confused with the sound /s/ or /ch/. Multilingual learners may also have difficulty hearing and pronouncing the sound /th/ as in *path*. Display and read aloud the words *shin, shut, moth,* and *thick*. Clarify meanings as needed. Then ask questions or use Total Physical Response to give children practice with meaning: *Touch your shin. Show me a thick book. What is a moth? Show me how to shut the door.*

Extend Have children use their knowledge of the sound of the digraph *sh* to read words such as *wishing, washable, shopper,* and *usher.*

▶ Interactive Play
Spelling Voyage: Lesson 13

▶ Articulation Support
▶ Articulation Videos 33 (/sh/), 34 (/th/, /TH/)
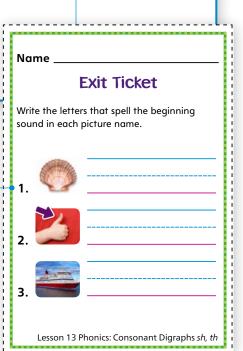
▶ Corrective Feedback
If... children have difficulty reading words with consonant digraphs *sh* and *th*, **then...** display each of the following nonsense words and help children blend the sounds to read the words: *shap, shen, shog, shib; thab, thod, thip, thep.* Make sure it is clear to children that these are nonsense words.

Assess

Exit Ticket
You'll Need ▶ Lesson 13 Exit Tickets
The Phonics Exit Ticket can be found on p. 375.

3. Assess

Assess provides a prebuilt **Exit Ticket** for each minilesson.

- Get a quick and immediate point-of-use snapshot of student understanding of the target skill.
- Available to print and copy from your Teacher's Guide and as printable Exit Tickets on the Savvas Realize® digital platform.

Name _____

Exit Ticket

Write the letters that spell the beginning sound in each picture name.

1. _____

2. _____

3. _____

Lesson 13 Phonics: Consonant Digraphs *sh, th*

Practice with a Purpose

Foundational Reading provides purposeful practice in the context of rich reading and writing experiences across a range of skill levels. Four practice opportunities for every lesson hit the skill head-on with engaging and meaningful practice.

Print Practice for Decoding, Encoding, and Sight Words

Help students solidify relationships between sounds and letters as they physically see, hear, and write letters and words.

- **Two** print practice assignments for every lesson.
- Focused on skills **best** supported by print practice: decoding, encoding, and sight word reading.

Four unique practice options for every lesson!

Name _____

Phonics
Consonant Digraphs: *ck, ch, sh, wh, th, ph, ng, nk, -tch*

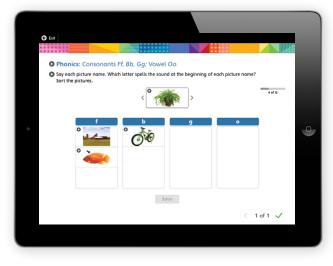**Write** as many words as you can that contain the following digraphs: *ck, ch, sh, wh, th, ph, ng, nk* and -*tch*.
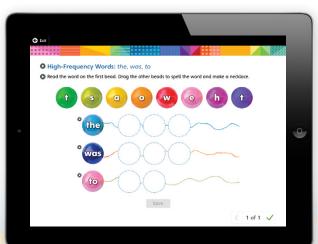
ck	ch	sh
wh	th	ph
ng	nk	tch

26 Lesson 11

Letter Recognition
Dd, Ee, Ff

Name _____

Find and **color** the letters.

D Color it red.   **d** Color it blue.   **E** Color it yellow.

e Color it green.   **F** Color it orange.   **f** Color it purple.

𝓔	F	𝑓	𝑒	E
F	𝝴	𝑒	D	𝒻
d	𝗘	F	𝑒	D
e	d	𝒟	𝑓	d
D	f	𝒻	d	F

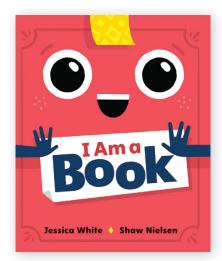**Directions** Find and color the matching letters.

Lesson 11 **33**

Digital Practice for Phonics and High-Frequency Words

Engage students in active, tactile learning with a variety of developmentally appropriate interactivities, including drag-and-drop, sorting, and more.

- **Two** interactive practice assignments for every lesson.

- Focused on skills **best** supported by digital practice: phonics and high-frequency words.
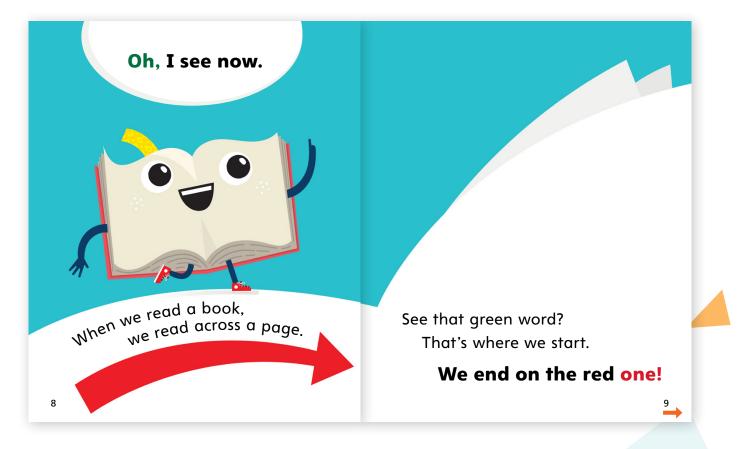
Build Fluent Readers

Foundational Reading engages students in hands-on, multisensory instruction and practice to build understanding of critical concepts for learning to read.

Learn Concepts of Print

Help students learn how print works with a Concepts of Print book that builds awareness of how books work through their plot line and design.

Oh, I see now.

When we read a book, we read across a page.

See that green word? That's where we start.

We end on the red one!

8

9

Develop Fluency Through Foldable Decodables

Every minilesson includes a 4-page Foldable Decodable in the Consumable Student Worktext.

- Gives students the opportunity to practice newly learned phonics skills and high-frequency words in connected text.

- Allows students to read both fiction and nonfiction at their level.

- Provides hands-on learning where students tear out and fold the decodable; read and re-read the text; write and color in the decodable; and take it home.

- Offers digital practice interactivities for the target phonics skills, high-frequency words, and meaning making.

Build fluency

Foldable Decodable **Lesson 14**

Which Job?

Which job do you wish for?

Which job can you get when you get big?

55

Fold Here

Foldable Decodable **Lesson 13**

Emma and Dad Can Fish

Emma tugs.
Dad tugs and then plop!
Emma gets a fish.
Dad gets a bath!

Emma grabs a thick net.
Dad grabs a thin rod.
They can fish with them.

51

Fold Here

Phonics
▶ I. **Sort** the words.

| fish | ship | bath |
| thick | thin | that |

| sh | th |
| fish | thin |

Save

< 1 of 3 >

High-Frequency Words
▶ 2. **Read** the words. **Drag** them into the correct sentence.

them | Then

They can fish with _____ them _____.

Then _____ Emma gets a tug.

Save

< 2 of 3 >

Monitor Skills Development

Foundational Reading lets you easily monitor skills development with formative assessments at the end of every minilesson. Review lessons and fluency practice provide additional support at the module level.

STEP 1 — Assess Lesson Understanding

▶ Oral Reading Check

Meet with children individually to complete Oral Reading Checks using the Lesson's Decodable Passage.

▶ Teacher Tip!

During individual practice, notice which children are reading fluently at an appropriate rate. Use the information to help form pairs. More fluent readers should be partnered with less fluent readers.

Use every lesson's Decodable Reader for an **Oral Reading Fluency** check.

▶ Corrective Feedback

You'll Need 🔵 Printable Elkonin boxes; counters

If… children need additional practice blending, **then…** provide Elkonin boxes, and have children set one counter in each box as you say the sounds in a word. Have children move a finger under each box as they blend the sounds together to say the word.

Corrective Feedback helps teachers provide additional support to students who need it.

Decodable Passage

Name _____

Read the story.

Squeak, Squeak!

Caleb and Cameron are in the backyard
    when they hear a squeak.

Squeak, squeak!

"What is that?" Caleb asks.

"It might be a bird," Cameron cries.

But they do not see a bird high in the sky.

Squeak, squeak!

"It might be a bunny!" Caleb shrieks.

But they do not see a bunny in the field.

Squeak, squeak!

"Wait! I see!" Caleb leads Cameron
    to the tree.

They peek and smile.

"Hi, Max!" Caleb and Cameron say.

It is the silly dog playing with a squeak bone!

Name _____

Exit Ticket

Circle the word that completes each sentence.

1. I run and _____ I rest	then them
2. Did you help _____?	then them
3. I will ask _____ to come.	then them

Lesson 13 High-Frequency Words: *then, them*

Exit Tickets provide an immediate check of student understanding. They are pre-made for every lesson and can be found both digitally and in the Teacher's Guide.

STEP 2

Review for Every Module

Every fifth lesson is a Review lesson that refreshes students' focus on skills while providing additional practice for those who need it. Review lessons include fluency instruction.

Review at a Glance

In this lesson, you will find reteaching instruction and practice for this module's skills in Concepts of Print, Phonological Awareness, Phonics, and High-Frequency Words. On page 29, there is instruction and practice for the Fluency skill of Appropriate Rate.

- **Concepts of Print:** Title Pages
- **Phonological Awareness:** Isolate and Pronounce Initial, Medial, and Final Phonemes
- **Phonics:** Final Blends; Digraphs *sh, th, ch, wh;* Trigraph *-tch*
- **High-Frequency Words:** *ask, been, best, black, fast, its, just, them, then, when, which, wish*

STEP 3

Module Skills Mastery & Oral Reading Fluency Check

After every five lessons:

- Assess student mastery of skills taught in the most recent module. A Blackline Master is available in the Teacher's Guide.

- Assess oral reading fluency with a fresh decodable passage.

ASSESS

Assessment

You'll Need ☑ Module 3 Assessment

▶ **Oral Fluency Check**

Item Analysis Chart		
Strands	**Skills**	**Items**
Phonological Awareness	Initial Phonemes	1, 3
Phonological Awareness	Medial Phonemes	4
Phonological Awareness	Final Phonemes	2, 5
Phonics	Final Consonant Blends	8
Phonics	Digraph -*ck*	10
Phonics	Digraphs sh, th	6, 9
Phonics	Digraphs *wh, ch* and Trigraph -*tch*	7
High-Frequency Words		11-15

Using This Information

If... a child gets 3 or fewer correct in Phonological Awareness,
then... go back to the original instruction in Lessons 11–14 and practice with the child individually using the Quick List words.

If... a child doesn't get a specific Phonics skill question correct,
then... go back to the Quick List in the original instruction and have the child practice reading the words with you.

If... a child doesn't get all of the High-Frequency Words questions correct,
then... work with the child individually with flashcards. Connect with the child's caregiver to increase practice at home too.

Powered by an Integrated Approach

Foundational Reading can be implemented completely in print, completely digitally, or anywhere in between. The Savvas Realize digital platform provides equitable print and digital support for teaching and learning foundational reading skills, and integrates with Google Classroom™.

Components

PRINT

- Teacher's Guide
- Consumable Write-In Student Worktext—includes Foldable Decodables!
- Concepts of Print book
- Sound-Spelling Cards
- Picture Cards
- High-Frequency Word Cards

DIGITAL

- Interactive Teacher's Edition
- Print-on-Demand Student Worktext PDFs
- Foldable Decodables as PDFs and interactive eTexts for every lesson
- Concepts of Print eText
- Sound Safari, Word Adventure, and Spelling Voyage Games for building phonological awareness, phonics, and encoding skills
- Teacher-led Interactive Spin & Say Games
- Interactive Letter Tiles
- Interactive Practice with audio and animations to assist students in building background knowledge
- See and Sing Animations
- Articulation Videos and Articulation Support Guide
- Family Engagement Page
- Printable Resources, including Sound-Spelling Cards, Picture Cards, and High-Frequency Word Cards, plus Assessment, Exit Ticket, ABC RhymeTime, and Handwriting PDFs

Savvas Practice Generator

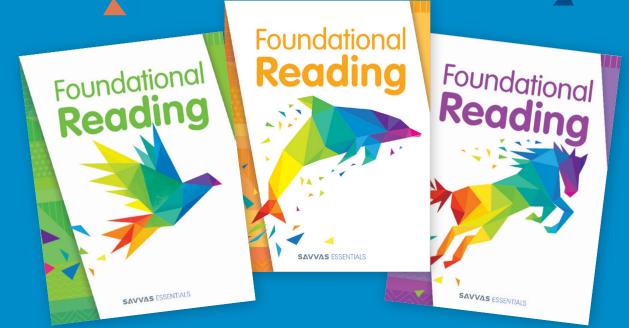Easily create customized practice items based on individual learner needs:

- Save teachers time.
- Increase student engagement and ownership of learning through personalized practice.
- Available in multiple templates.

▶ Practice Generator

You'll Need ● Fill-in-the-Blank Template

Using the Fill-in-the-Blank Template, create sentences to give children practice reading words with consonant digraphs *th* and *sh*. Provide the options *th* and *sh* in the word bank, and provide sentences such as:

1. We have a ma___ quiz today.
2. Wa__ up in the ba__ with the clo___.
3. __ey ga__er the tra__ on the pa__.

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