



SAVVAS ESSENTIALS™

Foundational Reading



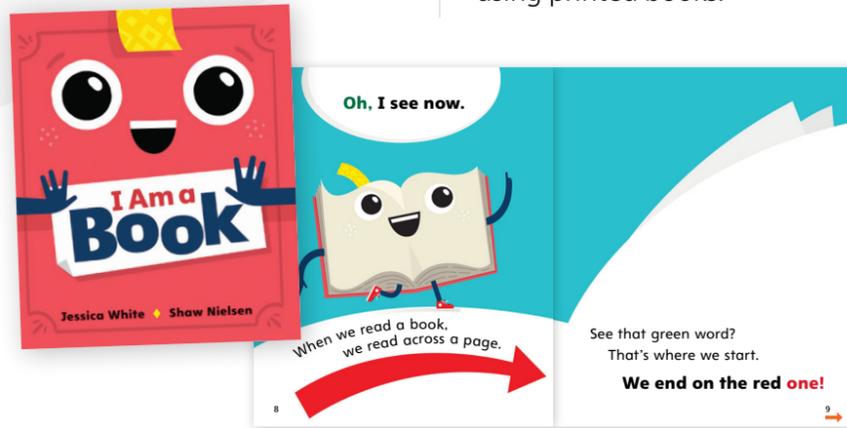
Research Base for the Program Grounded in the Science of Reading

The purpose of this document is to specify the strong commitment of Savvas to assure that the research base of the Science of Reading is the source of our instruction. Furthermore, in addition to what the Science of Reading establishes is necessary for successful reading outcomes, there are instructional practices that deter from reading success (e.g., using pictures to guess a word) that we do not include.

The Science of Reading indicates that students need explicit instruction in the critical elements of reading, including phonemic awareness, phonics, fluency, vocabulary and comprehension. (Kilpatrick, 2015; NICHD, 2000). As learners grasp prerequisite skills needed for word recognition, print awareness, alphabetic knowledge and phonemic awareness they are poised to successfully learn about the processes essential to learning phonics and word study (Stevens & Vaughn, 2020). *Savvas Essentials: Foundational Reading* is designed to provide instructional and practice resources to aid teachers in ensuring that all children master early literacy skills.

Concepts of Print

Research says . . . that mastery of concepts of print, including conventions (e.g., left-right, front-back) and concepts (book cover, author, text), is one measure of later literacy achievement. (NIH, DHHS, 2010).



Savvas Essentials: Foundational Reading . . . offers instruction and practice to master the concepts of print. The program also provides *I Am a Book*, a trade book designed for direct instruction of concepts of print that is fun and child friendly. Small versions of the book provide children with hands-on practice using printed books.

Phonological Awareness

Research says . . . that young learners must demonstrate an understanding of spoken words, syllables, and sounds to develop phonological awareness. Phonological awareness is a strong predictor of future reading achievement. Instruction on phonological awareness and phonemic awareness helps ensure reading success (Hiebert, Pearson, Taylor, Richardson & Paris, 2014). Data also suggests that making an immediate connection between a phoneme and the letter or letters that spell that phoneme aids students in mastering both phonological awareness and alphabet knowledge. Studies indicate that ninety percent of children with significant reading problems have a core deficit in phonological processing (Blachman, 1995; NICHD, 2000).

Savvas Essentials: Foundational Reading . . . features systematic, explicit phonological awareness instruction, including specific opportunities to acquire phonemic awareness (e.g., segmenting, deleting, and manipulating sounds in words). Instruction also provides an immediate connection between a phoneme and the letter or letters that spell that phoneme, and when the program is taught using the lesson organization, that connection is made even stronger by pairing the phonological awareness lesson immediately with phonics. In addition, the program provides daily phonological awareness review, which allows the teacher to reinforce phonological awareness skills and have students apply those skills to increasingly complex words.

Phonics

Research says . . . that the aim of phonics instruction is to help children acquire alphabetic knowledge and use it to read and spell words (Ehri et al., 2001). Systematic phonics instruction produces significant benefits for students. The ability to read and spell words was enhanced in kindergartners who received systematic beginning phonics instruction. First graders who were taught phonics systematically were better able to decode and spell, and they showed significant improvement in their ability to comprehend text. Older children receiving phonics instruction were better able to decode and spell words and to read text orally (NICHD, 2000). Phonics instruction also serves as a memory aid to support students in their efforts to recall and apply rules and generalizations for matching sounds and letters (Rupley et al., 2009).

Savvas Essentials: Foundational Reading . . . provides systematic and explicit alphabet knowledge and phonics instruction, including opportunities to practice phonics skills with words in isolation and with words in connected text (sentences and longer texts). Phonics instruction focuses on connecting each sound to one or more letters and guiding students to decode words with the target sound-spelling. Complexity increases across the grades, moving students to more advanced phonics concepts, including morphology and the decoding of multisyllabic words. Guided practice provides additional support in decoding words and dictation, which solidifies mastery by having students encode words. For each lesson, there are independent practice activities plus a Foldable Decodable text. The clearly defined scope and sequence ensures that students engage with words that include only sound-spellings they have learned.



High-Frequency Words

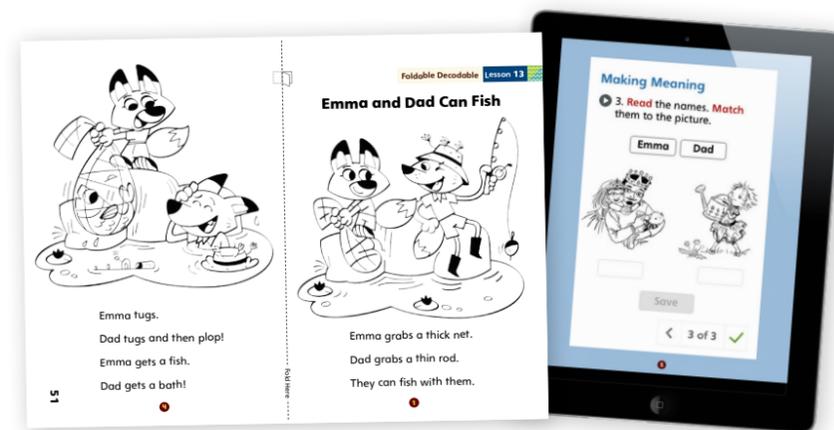
Research says . . . that because some high-frequency words (e.g., *the, and, is, was, for, are*) are essential to learning how to read, it is important to provide explicit instruction to help students automatically read these words. Students are taught to read them by applying the phonics elements that are consistent and then reading the inconsistent parts through practice. Once students can orthographically map, they start to store high-frequency words as sight words on their own. With orthographic mapping of a word, the letters we see with our eyes and the sounds we hear in that word get processed together as a sight word and are stored together in the brain (Ehri, 2014). Students learn to identify the letters spelled as expected, and they learn through practice the letters not spelled as expected (Farrell et al., 2013).

Savvas Essentials: Foundational Reading . . . has two routines for teaching high-frequency words—one for decodable words and one for non-decodable words. Most high-frequency words are taught at the point they become decodable, meaning that all sound-spellings have been learned by students. There are some high-utility words, though, that need to be taught before they become decodable (e.g., *for, is*) and some high-frequency words that are never decodable (e.g., *said, have, the*). For words that are not decodable, the instructional routine has teachers point out sound-spellings that students have learned and sound-spellings that students have to learn by sight. This routine leads children to orthographic mapping and improves automaticity. For each lesson, there are independent practice activities plus a Foldable Decodable text that provide practice in reading high-frequency words in isolation and in context.

Decodable Text

Research says . . . that decodable readers are intended for explicit instruction in how to decode or apply phonics skills to read words (Lorimar-Easley, 2020). Using decodable text in the earlier stages of literacy instruction ensures that a student has the skills to read without guessing. Decodable readers are especially important for students with dyslexia (or any struggling reader) because they provide reading practice using the knowledge of letter-sounds that are taught explicitly in a scaffolded approach (Shanahan, 2018).

Savvas Essentials: Foundational Reading . . . includes a decodable text to provide practice in decoding words with target phonics skills and high-frequency words in every lesson. The Foldable Decodables also incorporate a spiral review of previously taught phonics skills and high-frequency words. In addition to helping student develop automaticity in word reading, the Foldable Decodables bridge decoding and comprehension with questions that have students show that they have understood the text. The decodable texts give students the tools they need for reading authentic texts.



Fluency

Research says . . . that to ensure comprehension of text, students must move from decoding to fluent reading. A fluent reader reads with few errors, at an adequate speed, and with understanding. Additionally, providing children with frequent opportunities to read connected text supports the development of word-reading accuracy and fluency as well as comprehension skills (Petscher et al., 2020).

Savvas Essentials: Foundational Reading . . . offers regular opportunities for students to read connected text and develop automaticity. There are lessons for the teacher to provide instruction on the elements of fluency and to model fluent reading. The Foldable Decodable in each lesson provides students with practice to develop fluency. In addition, every Review and Assess lesson features fresh text that can be used to evaluate a student's progress toward fluent reading.



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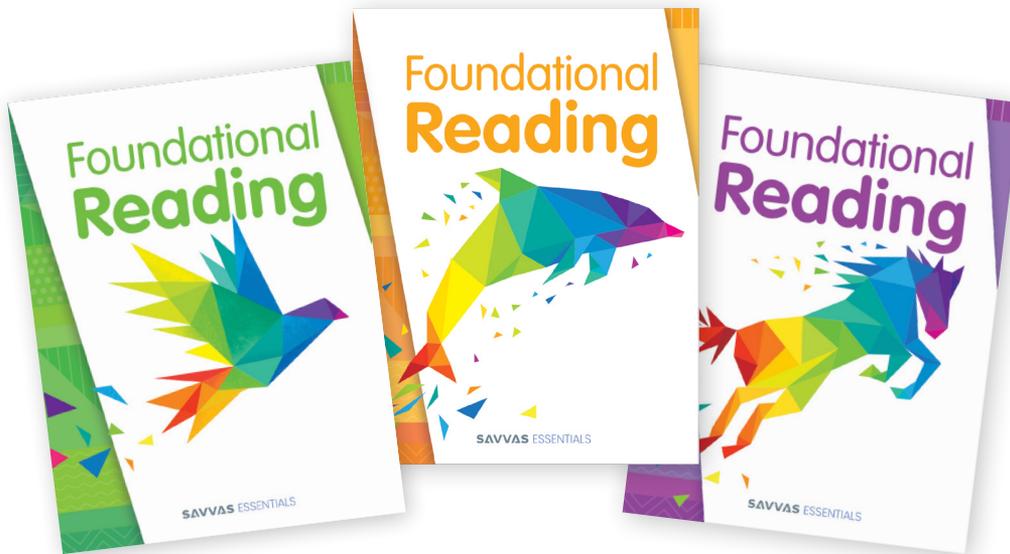
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