

# Response to the Texas Resource Review Committee Findings

Savvas Learning Company appreciates the thorough and insightful review conducted by the Texas Education Agency of [Savvas Essentials: Foundational Reading](#).

## Program Overview

Aligned to the science of reading, **Savvas Essentials: Foundational Reading is a K-2 supplemental literacy program** that provides explicit instruction, systematic modeling, and ample digital and print practice for concepts of print, phonological awareness, phonics, fluency, and the teaching of high-frequency words. *Foundational Reading* can be used in concert with any core literacy curriculum for which the foundational skills strand is implicitly taught. The program's flexible approach allows educators to teach all skills within a grade, or enhance core literacy instruction by strand based on individual learner needs.

**Module at a Glance**

	Concepts of Print	Phonological Awareness	Phonics	High-Frequency Words	Foldable Decodable
LESSON 11	Authors p.9	Isolate and Pronounce Medial Sounds pp. 10-11	Consonant Pattern -ck pp. 12-13	black, bean p. 14	Huge and Dad Can Kick p. 15
LESSON 12		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
LESSON 13		Blend Phonemes pp. 22-23	Consonant Digraphs sh, th pp. 24-25	then, them p. 26	Shan and Dad Can Fish p. 27

**Sequential Pathway**  
The program is designed so teachers can use it systematically and sequentially to **teach all foundational reading skills.**

**Differentiated Pathway**  
Teachers can **also pull from specific strands** as needed to support and enhance core literacy instruction.

*Foundational Reading* is grounded in the theoretical model, the Simple View of Reading (Gough & Tunmer, 1986). This is a research-based model that illustrates how reading comprehension develops. In this model, reading comprehension is defined as the product of word reading and language development. The Reading Rope (Scarborough, 2002) further supports and illustrates the Simple View of Reading by showing how the strands are intertwined in the development of skilled readers. This program focuses on the lower strands of the rope—Word Recognition, including phonological awareness, decoding, and sight recognition of familiar words. There is a direct correlation between the Word Recognition strands of the Reading Rope and the strands that are the instructional focus of *Foundational Reading*—phonological awareness, phonics, and high-frequency words. The program focuses on systematic instruction, repetition, and practice so that students will learn to decode accurately, develop automaticity, and become fluent readers.

Overarching ways that *Foundational Reading* can help students who are beginning to learn how to read include:

- **Enhance or extend the ELA block:** Teachers have the flexibility to teach all strands sequentially (i.e., replacing the foundational skills instruction provided in a core curriculum) or to select from specific strands as needed to support and enhance instruction.
- **Use technology to support multisensory learners:** Using technology as supplemental support for teaching foundational skills, may help students unpack a challenging topic or concept.
- **Keep students engaged:** The more variety and fun you can bring into the process of learning how to read, the more likely a child is to remain engaged, and become a successful early reader.

The Texas Resource Review focused primarily on the print Teacher's Guide. Additionally, [equitable print and digital access](#) to all K-2 content, plus videos, animations, interactive games and a Family Engagement portal for activities families and caregivers can do with children at home to support the development of all foundational reading skills, offer personalized and multisensory learning support.

Self-paced [Professional Learning](#) will introduce educators to *Foundational Reading* and provide a guided exploration of program resources, technology, and instructional design. Paid professional development can also be tailored to meet specific school and district needs.

**Savvas invites educators to explore the report by the Texas Resource Review committee in concert with the additional evidence provided within this response.**

# Texas Essential Knowledge and Skills Alignment

The *Savvas Essentials: Foundational Reading* received a 100% score from the Texas Education Agency for alignment, and detailed citations appear within the Texas Interactive Teacher's Guides on the Savvas Realize digital course.

Savvas Essentials: Foundational Reading: Grade 1	
▶ TOC	Link
▶ TEKS	Link
▶ (2)(A)(iii)	
demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words	TG p. 163 TG p. 169
▶ (2)(A)(iv)	
demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed	TG p. 187 TG p. 205 TG p. 271
▶ (2)(A)(v)	
demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and final consonant blends	TG pp. 115–116 TG pp. 121–122
▶ (2)(A)(vi)	
▶ (2)(A)(vii)	
▶ (2)(A)(viii)	
▶ (2)(A)(ix)	
▶ (2)(B)(i)	
▶ (2)(B)(ii)	
▶ (2)(B)(iii)	

## Instructional Routines that follow the Gradual Release Model

In 1983, P. David Pearson and Margaret C. Gallagher put together the “idea” of the gradual release model—gradually moving the responsibility of learning from the teacher to the student within a lesson. The most important part of this model is the guided practice, in which the teacher “passes,” or releases the learning responsibility to students. All of the instruction in *Savvas Essentials: Foundational Reading* uses the gradual release of responsibility model because it involves students in their own learning. It reduces the teacher’s responsibility while it increases student responsibility. Students, through the “Teach” and “Model” portions (“I do”) of the Minilessons, are given clear instruction and expectations for their learning. The “Guide Practice” section (“We do”) in the Minilessons allows teachers to work alongside his/her students as they progress in their learning. The Practice section, included in the “More” activities, gives students ample opportunity to work with partners or individually (“You do”) in order to solidify their understanding, making it a critical component of the gradual-release model. Therefore, these activities are not optional. They provide ‘options’ for the teacher to choose from and are designed as practice and reinforcement of

**1 Minilesson**  
 Learning Target: Decode words with initial and final digraphs and trigraphs.  
 Consonant Digraphs *sh, th*  
 Minilesson  
 1. **Teach** Display and Say Digraph Sound Spelling Card #7 (sh). 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/.  
 2. **Display, Say, and Blend** Repeat the routine for the final sound and blend of the digraph sh. Use the Card #9 (shimmer) and #10 (shut).  
 3. **Guide Practice** Now we are going to blend sound words. Write the word sh. Slide a finger under the sound spelling as you blend the sounds to read the word. Repeat words with sh and th. For additional practice, use the Quick List on the next page.  
 Display these children on their job all of the digraphs in each word. Each word always starts with a digraph. Each word always ends with a digraph.

**2 More**  
 More  
 1. **Sing** Sing and say the sound /sh/ and /th/.  
 2. **Interactive Play** Interactive Play  
 3. **Support** Support  
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the target skills for the lesson. Data from the Minilesson and point-of-use formative assessments coupled with insight into individual learner needs (i.e., kinesthetic, auditory), should determine which 'More' activities to assign to students.

## Skills Philosophy

The most basic phonological awareness skills are word awareness, rhyme, alliteration, and syllable awareness. In *Foundational Reading*, the Grade K sequence of phonological awareness skills reflects this. Rhyme and alliteration are the first skills taught because most students can learn and enjoy them at ages 4–5. Sentence, word, and syllable awareness are taught after. When sequencing phonological awareness skills, the next skill should be onset and rime. The most advanced phonological awareness skills start with identifying, isolating, producing, and matching initial, medial, and final sounds in words, followed by blending and segmenting of sounds, and ending with manipulating sounds: adding, removing, changing, substituting sounds.

***Foundational Reading* is intended to provide supplemental instruction to support teachers and students in learning the foundational skills of English.** The scope and sequence follows a developmental continuum that is not only grade-level appropriate, but one that builds on the most important prerequisite skills to help learners become proficient readers. Every *Foundational Reading* lesson starts with Learning Targets that introduce the phonics generalization that will be the focus for the lesson. The program intentionally teaches sound-spellings and generalizations clearly and to the point in order to help young learners focus on what they need to learn. The phonics generalization is explicitly taught and modeled in the Minilesson. An appropriate student-facing generalization is provided, for example: The letter *b* usually spells the sound /b/. The intent is to introduce common patterns so that learners can decode words. The goal is to help students use their knowledge of common patterns to self-correct if they produce a nonword as they are blending sounds to decode a word. Instruction has been thoughtfully designed to ensure that students are not overloaded with multiple new, and possibly contradicting, sound-spellings at one time.

## How *Savvas Essentials: Foundational Reading* Connects Learned Skills to New Instruction

There are many phonics skills that are related, but often not taught in the same *Foundational Reading* lesson. However, once one type of skill is taught, it can be used when similar skills are taught in a later lesson. These suggestions are provided under Teacher Support within the Savvas Realize digital course:

- Letter Recognition: Once students know that there are both uppercase and lowercase versions of the same letter, that knowledge can be reviewed before new letter pairs are taught. Ask students how the previously learned letters are both alike and different from the new letters being taught. Once students understand what a teacher is doing with stimulating previous learning, have them make the connections.

- Word Families: If the CVC word family -at has been taught, review some of those words and the CVC pattern before introducing word family -it.
- Word Families and Short Vowel CVC Pattern Words: Have students make connections with these skills, depending on which one is taught first.
- Short Vowel VC and CVC Pattern Words: These patterns can easily be taught together and students can make the connections. Ask, “What do the words it and bit have in common? What is different?”
- CVC Pattern Words with Two Different Short Vowels: Once the CVC pattern has been taught, it will be an easy connection for students to make when comparing one short vowel word, such as rid, with another short vowel word, such as red.
- Short Vowel CVC and Long Vowel VCe Pattern Words: Once reading CVC short -a vowel words have been mastered, review the pattern and sound-spellings with students. Then introduce the long a VCe syllable pattern and have students make connections, such as both words having the same medial vowel (a) and two consonants.
- Initial and Final Consonant Blends: Usually, initial consonant blends are taught first, including which blends are the most prevalent in the English language. Before final consonant blends are introduced, have students recall some of the initial blends and how the two consonants are blended together instead of having a pause in between them.
- VCe Pattern Words with Two Different Long Vowels: If the VCe long a vowel pattern is taught and before teaching the VCe long i vowel pattern, have children make connections between words such as bake and bike.

## Use of Learning Targets and Academic Language

All *Foundational Reading* lessons include Learning Targets (or objectives). They are intentionally placed at the top of the lesson page, and do not appear in the scripting of the Minilessons, because the language pertains to all parts of the Gradual Release of Responsibility model. Learning Targets are stated in student-friendly language so teachers can share them with the class. See placement of the Learning Target from Grade 1 Module 2 Lesson 8 in the example to the right.

When an academic vocabulary word is developmentally appropriate to teach to students, it is included in the scripting of the Minilesson. In the same example, the word ‘segment’ is taught to students as it is deemed appropriate academic vocabulary (*Now let’s segment, or take apart the word...*). However, the words ‘onset’ and ‘rime’ are not taught as they are not developmentally appropriate.

**PHONOLOGICAL AWARENESS | LESSON 8**

**Learning Target** Segment onset and rime.

**Segment Onset and Rime**

**Minilesson**

- 1 Teach**
  - Listen as I say this word: sock. The first sound in this word is /s/. The rest of the word is -ock. I'll say each part: /s/ (pause) -ock; (more quickly) sock.
  - What is the first sound? What is the rest of the word? Now let's segment, or take apart, the word: sock. /s/ -ock.
  - Now listen as I segment another word, mix. /m/ (pause) -ix. The first part is /m/. The last part is -ix.
- 2 Model**
  - Hold out your hands, palms together. Say the word bake with your hands together. Say the onset /b/ as you move your right hand to the right. Say the rime ake as you move your left hand to the left. Then repeat with the word: sock. /s/ -ack.
- 3 Guide Practice**
  - Now have children use the same motions as they segment onset and rime for the following words with your pack: /p/ -ock; /t/ -ack; /b/ -oat; /m/ -ess; /s/ -top; /s/ -op.

**More**

**Connect Sound to Symbol**  
Say the word stop. What is the first part we hear in this word? The first part is /s/. The sounds /s/ /t/ are spelled with the letters st. Display the letters st.

**Quick List**  
For more practice, use these examples.

pain	rain	back	sack
tip	rush	sack	mop
step	lake	bake	stake

**Interactive Play**  
• Spin for Sounds: Spin and have children say the name of the picture. Then have them segment the onset and rime in the picture name.

**Corrective Feedback**  
If... children need additional practice segmenting onset and rime, then... provide Elkonin boxes and counters. Say a word and ask children to push a counter into the first box as they say the beginning sound. Then have them say the second part of the word as they push another counter into the second box.

**Assess**  
**Exit Ticket**  
The Phonological Awareness Exit Ticket can be found on p. 371.

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## Teaching Grade-Level Sound-Spelling Patterns

*Foundational Reading* provides a systematic sequence for introducing grade-level sound-spelling patterns, as appropriate to the developmental abilities of students within a grade level.

Grade K begins the 'Phonics' strand with instruction in Letter Recognition. Letters that are similar, such as C, c, O, and o with their curves, are taught in the same Minilesson so students can make comparisons. The most-used spellings of the consonant sounds are taught, along with the short vowel sound-spellings used in VC and CVC pattern words are next in the sequence. This allows students to begin blending and reading words as soon as possible. The final double consonants in one-syllable words, *ss*, *gg*, *ll*, *ff*, and *zz*, are included in the instruction at points that make the most sense for students to add to their bank of words they can blend and read. Initial and final blends are taught, followed by the long vowel CV syllable patterns for the sound-spellings *e /ē/*, *i /ī/*, and *o /ō/*. Last in the Grade K sequence are the long vowels in the VCe syllable patterns.

At Grade 1, the most-used and additional spellings of the consonant sounds are taught, along with the short vowel sound-spellings used in VC and CVC pattern words, and the long vowel pattern VCe. Some of the additional consonant sound-spellings that are taught are *s /z/*, *c /s/*, and *g /j/*. Initial and final consonant blends, consonant digraphs, *r*-controlled vowels, and vowel digraphs and diphthongs are additional, grade-appropriate sound-spellings that are included in Grade 1. Word study skills taught in Grade 1 include contractions, compound words, inflected endings, and syllable patterns VC/CV, VCV, and final syllable *-le*.

Grade 2 begins with a review of many of the Grade 1 Phonics skills; additional sound-spelling correspondences are added, including but not limited to: *to*: the *r*-controlled vowel spelling *oar*; long *e* spelled *ie*; the vowel sound in *ball* spelled *au*, *ough*; long *i* spelled *ie*, *igh*, and *y*; silent letter combinations. There is more emphasis on reading multisyllabic words in Grade 2. Word study/analysis skills taught in grade 2 that are not taught in grade 1 are syllable pattern VCCCV, abbreviations, suffixes, and prefixes. Again, there is more emphasis on reading multisyllabic words in grade 2.

Every teacher has access to the content for all three levels of the program within the Savvas Realize digital course, and lessons from Grades 1 and 2 can be used with advanced learners who are ready to move onto more complex skills.

## Cumulative Review and Assessment

The Review and Assess lessons in *Foundational Reading* provide cumulative review and assessment of previously taught skills. **Item Analysis Charts, which appear under the Getting Started section of the Savvas Realize digital course, identify when skills are reviewed and the words that are used to review them.**

**Using Data from a Diagnostic Assessment:** Savvas recommends using the “Teach by Strand” section of the course on Savvas Realize to best meet the needs of children who need more practice and support to achieve grade-level progress. Every teacher has access to the content for all three levels of the program.

**Strategies for Phonemic Awareness:** Phonological and phonemic awareness are essential for children to achieve grade-level progress toward reading. The phonological awareness lessons in the program can be repeated as often as necessary to meet the needs of all learners. The “More” section of each PA lesson includes a Quick List, which provides additional words that can be used for practicing the phonological or phonemic awareness skill. These words can be either substituted or added in the Minilesson to provide additional practice and variety.

**Strategies for Graphophonemic Knowledge:** Learning the letters of the alphabet and their sound-spellings is key to children being able to decode and encode words. The letter recognition and phonics lessons in the program can be repeated as necessary to ensure mastery of the skills. The ‘More’ section of each Phonics lesson includes a Quick List, with additional words and decodable sentences that can be used for students to practice the target skill. These words can also be substituted in the Minilesson to provide additional practice and variety.

**Strategies for Fluency:** Fluent reading requires that children be able to read with automaticity both decodable words and sight words. The program provides direct instruction on using sound-spelling knowledge to decode words and to help read sight words. In addition, the program provides High-Frequency Word cards that can be used to develop automaticity in reading the words that appear most frequently in written English. The Foldable Decodables in each lesson provide an opportunity to read decodable words and sight words in connected text.

Savvas recommends that districts not using an approved universal screener and diagnostic assessment may wish to administer the first Module assessment to all students as a screener. That will inform how ready students are for the grade-level skills taught in the program. To get more refined information, teachers may continue administering these cumulative, Module assessments until they have found the level of all students.

## Developmentally Appropriate Instructional Approaches and Settings

Print and digital practice of the Minilesson skill is purposefully designed so students get the type of practice best suited for the skill they are learning.

- The consumable student worktext includes two print practice assignments per lesson, focused on decoding, encoding, and sight word reading.
- Two different interactive practice assignments per lesson, focused on phonics and high-frequency words, appear within the Savvas Realize digital course.
- Practice within the Minilesson can be used as a formative assessment opportunity to engage students in content mastery.

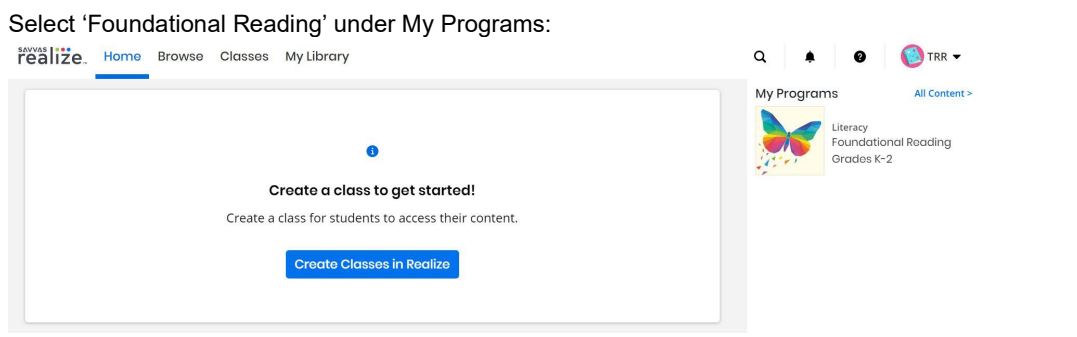
All learning resources are designed to meet a variety of classroom needs and can be customized based upon how students are progressing through each skill. These activities support the gradual release model through focused instruction, guided practice, and collaborative and independent

learning, and can be used with the whole class, in literacy stations, for enrichment, or assigned as homework.



# Support for Texas Educators

Texas Educators who wish to explore *Savvas Essentials: Foundational Reading* may use the following credentials:

<b>Step 1</b>	Visit: <a href="https://www.savvasrealize.com">SavvasRealize.com</a> Username: TRR_SEFR23 Password: Welcome1
<b>Step 2</b>	<p>Select 'Foundational Reading' under My Programs:</p> 
<b>Step 3</b>	<p>Follow the Table of Contents or Browse by Category</p> 