

SAXON READING FOUNDATIONS KINDERGARTEN

Saxon Unit	Saxon Unit Outcomes	Moonlit Mountain Alignment
Unit 1 (Lessons 1–12)	Launch the alphabetic principle; rhyme/alliteration and same/different sounds; introduce letter–sound correspondences (e.g., l, o, g, h, t, p, a); begin blending to read VC/CVC/CV words and a small set of regular high-frequency words; handwriting Ll–Aa.	Set A, Series 1–3 provide first connected-text practice with short-vowel VC/CVC.
Unit 2 (Lessons 13–24)	Add n, m, i, s; introduce blends and twin consonants; continue decodables/fluency readers; a few irregular HFW; foundational print concepts (L→R tracking, word boundaries, book parts).	Set A, Series 1–3 help solidify short-vowel decoding; consider Set A, Series 4 (Blends) as blend accuracy stabilizes.
Unit 3 (Lessons 25–36)	Add f, r, k, b; continue blends/twins; introduce suffix –s and possessives; decodables grow in length/complexity for decoding + sight-word practice.	Set A, Series 1–4 offer practice with CVC → blends; add Set B, Series 3 (Inflectional Endings) in small groups to apply –s once base decoding is fluent.
Unit 4 (Lessons 37–48)	Introduce u, z, c, e, y; continue blends/twins; continue –s; build HFW; expand print skills (e.g., dialogue/quotation marks).	Set A, Series 1–4 continue to be a good fit for practice within authentic text; dip into Set A, Series 6 (CV/Open) for brief long-vowel-by-syllable-type exposure.
Unit 5 (Lessons 49–60)	Complete single-letter sounds (d, v, j, x, w, q/qu); strengthen blends/twins; onset–rime and initial phoneme ID; first word-chain activity.	Set A, Series 1–4 remain the best match (CVC + blends). For fluent groups, consider Set A, Series 6 to keep CV fluency active.
Unit 6 (Lessons 61–72)	Cumulative review; teach digraphs ck, sh, th, ch; introduce a-consonant-e; students	Set A, Series 5 is a fit for ck/sh/th/ch; add targeted Set B, Series 2 (Silent E) for focus on a_e.

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	blend/segment at phoneme level; decode CVC/CCVC/CVCC and begin VCe (a_e).	
Unit 7 (Lessons 73–84)	Generalize VCe to all vowels; add ee and oo; keep blends/digraphs active in reading and writing.	Set B, Series 2 (Silent E) practices a_e/i_e/o_e/u_e/e_e Set B, Series 5 (Vowel Teams) practices ee Set B, Series 7 (Special Vowels) practices oo (short→long contrasts).
Unit 8 (Lessons 85–96)	Extend oo work; introduce r-controlled (ar, or, er); begin multisyllable decoding; apply blends/digraphs/combinations in longer words.	Set B, Series 7 for oo and Set B, Series 6 (R-Controlled) for ar/or/er. Add Set A, Series 6 for two-syllable practice.
Unit 9 (Lessons 97–108)	Broad review. Expand sight-word vocabulary. Keep VCe, digraphs, combinations, r-controlled, and multisyllable decoding active.	Set B, Series 2, 5, 6, and 7 (VCe / vowel teams / r-controlled / special vowels) with targeted returns to Set A, Series 4–5 (blends/digraphs).
Unit 10 (Lessons 109–120)	Cumulative review across patterns (VCe, blends, digraphs, r-controlled, combinations); increased multisyllable decoding	Set B, Series 2, 5, 6, and 7 offer core vowel patterns practice. Use Set A, Series 6 and/or Set B, Series 4 for syllable work. Consider Set B, Series 3 when inflectional endings are emphasized.

SAXON READING FOUNDATIONS GRADE 1

Saxon Unit	Saxon Unit Outcomes	Moonlit Mountain Alignment
Unit 1 (Lessons 1–10)	Establishes the alphabetic principle and blending; introduces eight letters (n, o, t, p, i, l, a, z) and early VC/CV patterns; students begin reading/spelling simple words and start high-frequency word work.	Set A, Series 1 — Short-vowel VC/CVC & high-frequency words. This series feature tight VC/CVC control for automaticity with early blending and daily sight word review—ideal while children begin connected text in Unit 1.
Unit 2 (Lessons 11–20)	Expands letter-sound inventory (e.g., s, d, f, h, g, r), builds oral blending/segmenting with initial/final blends, and introduces suffix -s in decodable reading routines.	Set A, Series 1 — Review VC/CVC with new consonants. This series keeps text strictly decodable while students automatize blending. Set A, Series 2 — CVC with blends & plural -s. These stories concentrate on 2-sound and 3-sound blends and frequent pluralization to mirror Unit 2 practice.
Unit 3 (Lessons 21–30)	Focus on /k/ spellings (c/k/ck), continued work with consonant blends, and application in decodables.	Set A, Series 2 — Blends; k vs. c. This series provides good practice for /k/ before various vowels. Set A, Series 3 — ck endings & closed-syllable spellings. These decodables spotlight final -ck after short vowels to stabilize the /k/ spelling rule.
Unit 4 (Lessons 31–40)	Introduces consonant digraphs th, ng , vowel digraph ee , inflectional endings -ed/-ing , and continues blend work in decodables.	Set A, Series 3 — th/ng (and other closed-syllable digraphs). This series has a tight decodability focus on th/ng in sentence and story contexts. Set A, Series 5 — Long-e teams (ee/ea) in controlled text. Includes targeted ee/ea words so readers can apply new vowel-team decoding alongside -ed/-ing .
Unit 5 (Lessons 41–50)	Consolidates VCe (“magic e”) across vowels while maintaining blends/digraphs; children read/spell VCe words in isolation and connected text.	Set A, Series 4 — VCe (a_e, i_e, o_e, u_e, e_e). This series includes concentrated VCe sets with cumulative review of earlier CVC to support contrast (cap→cape)

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Unit 6 (Lessons 51–60)	Extends VCe applications and vowel-team exposure through assessment targets; students continue decoding with blends/digraphs and VCe, add more complex patterns.	Set A, Series 4 — Continued VCe practice. Includes repeated mixed-vowel VCe to build generalization. Set A, Series 3 — wh and review digraphs. These books spiral wh and earlier digraphs within largely VCe-friendly contexts.
Unit 7 (Lessons 61–70)	Long-e and long-o vowel teams (ee/ea/ey , oa/ow/oe), contractions, and ongoing blends/digraphs in decodables.	Set A, Series 5 — Vowel teams (long-e/long-o). These texts cluster ee/ea/ey and oa/ow/oe for high-dose practice, with sentences that also include frequent contractions.
Unit 8 (Lessons 71–80)	R-controlled combinations (ar et al.), qu , additional vowel/consonant digraphs, and soft c ; prepares for multisyllabic patterns	Set A, Series 6 — R-controlled vowels (ar, or, er/ir/ur). These stories are sequenced by r-controlled pattern for clean practice. Set B, Series 1 — Soft c/g & variant consonant patterns. This series integrates soft c with previously learned teams without overloading text.
Unit 9 (Lessons 81–90)	Multisyllabic decoding (VC CV , VCCV), y as vowel (often /ē/), and inflectional endings; growing fluency and accuracy in longer words.	Set B, Series 4 — Multisyllabic decoding & syllable division. These books have opportunities to emphasize chunking/bridging across syllables. Set B, Series 5 — Inflectional endings (-ed/-ing) with doubling/dropping rules. These books offer controlled practice applying spelling/reading rules in connected text.
Unit 10 (Lessons 91–100)	Introduces oi/oy , final stable syllable -tion , and more complex division (VCCVCCV/VCCCV), plus additional digraphs/diphthongs; continued high-frequency integration.	Set B, Series 2 — Diphthongs (oi/oy; also ou/ow where applicable). These decodables center diphthongs with cumulative review for accuracy. Set B, Series 3 — Final stable syllables (-tion/-sion/-ture, etc.). These books include opportunities to isolate -tion. Set B, Series 4 — Multisyllabic routines. This series reinforces division moves students need for three-syllable words.
Unit 11 (Lessons 101–110)	Diphthong au/aw , “wild colt” spellings for long o/i , ey for /ā/, ph , and soft g ; practice with vc’ v division and contractions.	Set B, Series 1 — Soft g and less common consonant spellings. These books can help contrast g sounds and integrate ph/ey where appropriate.

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		Set B, Series 2 — Diphthongs (au/aw). These books provide repetition of au/aw in varied positions.
Unit 12 (Lessons 111–120)	Soft/hard g and /j/ spellings, doubling/dropping with -ing , variant spellings (gh→/f/), and silent letters (wr/gn/kn) in connected text.	Set B, Series 1 — Soft c/g and silent letters. These decodables cluster gn/kn/wr, gh→/f/, and soft g with ample review. Set B, Series 5 — Suffix rules (doubling/dropping) with -ing/-ed. Opportunities to apply the rule in authentic text.
Unit 13 (Lessons 121–130)	Combination wh , tricky vowel digraphs, a as /ō/ in specific contexts, and introduction to prefixes/suffixes	Set B, Series 2 — Additional vowel teams & variants (incl. a→/ō/ before l/after w/qu). These texts help highlight hard-to-predict vowel teams with repeated exposures.
Unit 14 (Lessons 131–140)	Cumulative review and consolidation across Grade 1 patterns, with extended practice reading multisyllabic words (VC CV, VCCV, VCV), reinforcement of final stable syllables (-tion/-sion/-ture), continued exposure to diphthongs/variant vowel teams , and steady application of inflectional endings .	Set B, Series 2 (Diphthongs: oi/oy, ou/ow, au/aw) to keep variant vowels active in review cycles. Set B, Series 3 (Final stable syllables: -tion/-sion/-ture) for repeated, controlled practice with these units. Set B, Series 4 (Multisyllabic decoding & syllable division) to anchor chunking routines in longer words. Set B, Series 5 (Inflectional endings & spelling rules) to apply doubling/dropping with -ing/-ed in authentic sentences.

SAXON READING FOUNDATIONS GRADE 2

Saxon Unit	Saxon Unit Outcomes	Moonlit Mountain Alignment
Unit 1 (Lessons 1–10)	Students review vowel and consonant sounds, decode and spell words with short and long vowels, blends, and the vc cv syllable division pattern . They begin spelling multisyllable words with double consonants and start reading and spelling high-frequency and sight words.	Set A, Series 1 — Short-vowel VC/CVC and foundational syllable practice. This series reinforces short-vowel decoding, early blends, and high-frequency words while easing students into syllable division routines. The tightly controlled text matches Unit 1’s focus on building fluency with basic spelling patterns.
Unit 2 (Lessons 11–20)	Students expand knowledge of consonant digraphs (ck, th, sh, ch) and r-combinations, applying these patterns in single and multisyllable words. They continue to practice the vc cv division pattern and build sight word fluency.	Set A, Series 3 — Closed-syllable digraphs (sh, th, ch, ck, wh, ng). This series provides decodable text with frequent digraph practice in both initial and final positions. The explicit digraph focus mirrors Saxon Unit 2 while also offering continued review of high-frequency words.
Unit 3 (Lessons 21–30)	Students learn multiple spellings for sounds (e.g., qu, wh, ar/or/ur variations), continue r-controlled vowels, and practice contractions. They apply syllable division strategies and high-frequency word reading within connected text.	Set A, Series 6 — R-controlled vowels (ar, or, er/ir/ur) with multisyllabic practice. These texts provide targeted work with r-controlled syllables while reinforcing syllable division. The inclusion of contractions and varied vowel spellings in controlled text supports the flexible decoding Saxon emphasizes in Unit 3.
Unit 4 (Lessons 31–40)	Students work with new spelling patterns for long vowels, including VCe, “Wild Colt” words, and the vowel digraph ee . They also practice suffixes (–ed, –ing, –less, –s) and the Floss Rule , while continuing to read and spell high-frequency words.	Set A, Series 4 — Silent-e (VCe) patterns, paired with Set A, Series 5 — Long-vowel teams (ee/ea/ey, oa/oe/ow). These series provide systematic practice with the long-vowel spellings that anchor Unit 4. Stories spiral back to earlier short-vowel and blend patterns while embedding suffixes, supporting Saxon’s focus on word endings and spelling generalizations
Unit 5 (Lessons 41–50)	Students extend their knowledge of VCe words , learn about final stable syllables (–ble), and practice compound words,	Set B, Series 3 — Final stable syllables (–tion, –sion, –ture, –ble) and Set B, Series 4 — Multisyllabic decoding and syllable division. These series provide abundant practice with longer words that incorporate the exact

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	vowel y , and multisyllable decoding. Instruction also introduces abbreviations and continues review of digraphs, blends, and suffixes.	features introduced in Unit 5. Decodable texts support children in applying spelling rules for final stable syllables and using syllable division strategies for fluency.
Unit 6 (Lessons 51–60)	Students work with additional digraphs and diphthongs , including oo and other vowel teams, while continuing practice with long-vowel patterns, suffixes, and multisyllable words. High-frequency words and contractions remain in use.	Set B, Series 2 — Diphthongs (oi/oy, ou/ow, au/aw) and Set A, Series 5 — Long-vowel teams (ee/ea/ey, oa/oe/ow) . Together, these series reinforce the vowel team and diphthong spellings introduced in Unit 6. Students gain repeated decoding practice in connected text, supporting Saxon’s goal of building accuracy and flexibility with variant vowel spellings.
Unit 7 (Lessons 61–70)	Students learn more long-vowel spellings (e.g., vowel teams), continue work with suffixes , and apply knowledge of compound words and multisyllable decoding. Instruction emphasizes using spelling patterns flexibly in both reading and writing.	Set A, Series 5 — Long-vowel teams (ee/ea/ey, oa/oe/ow) and Set B, Series 4 — Multisyllabic decoding . These series align tightly with Unit 7’s goals, giving children extended practice with long-vowel teams in both one- and two-syllable words while also reinforcing compound word decoding strategies.
Unit 8 (Lessons 71–80)	Students review and extend work with VCe, vowel teams, and diphthongs , and begin focused work with r-controlled vowels in varied syllable positions. They continue spelling with suffixes and applying syllable division strategies.	Set A, Series 6 — R-controlled vowels (ar, or, er/ir/ur) with support from Set B, Series 2 — Diphthongs . These texts give students targeted r-controlled vowel decoding practice while also circling back to diphthongs, echoing Saxon’s emphasis on variant spellings and ongoing review.
Unit 9 (Lessons 81–90)	Students practice multisyllable decoding (VC CV, VCCV, VCV) at greater length, apply final stable syllables (–tion, –sion, –ture), and refine spelling with inflectional endings . They also read increasingly complex decodable texts to build fluency	Set B, Series 4 — Multisyllabic decoding and Set B, Series 3 — Final stable syllables . These series combine to support the exact skills targeted in Unit 9. Students get repeated opportunities to divide longer words, apply suffix rules, and recognize common endings within controlled texts, which builds both fluency and spelling accuracy.
Unit 10 (Lessons 91–100)	Students extend their knowledge of diphthongs (such as oi/oy, ou/ow, au/aw)	Set B, Series 2 — Diphthongs (oi/oy, ou/ow, au/aw) and Set B, Series 3 — Final stable syllables (–tion, –sion, –ture) . These series provide

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	and continue practice with multisyllabic decoding . Instruction reinforces final stable syllables and high-frequency words, while also reviewing earlier vowel team and VCe patterns to strengthen fluency and spelling accuracy.	focused practice with the vowel patterns and fixed endings emphasized in Unit 10. Texts spiral back to prior vowel teams and VCe, supporting Saxon's integrated approach to decoding and spelling review.
Unit 11 (Lessons 101–110)	Students continue work with variant vowel teams (ey = /ā/, additional long-vowel spellings), soft and hard c/g , and consonant patterns such as ph . They also review diphthongs and inflectional endings in connected text. Instruction emphasizes flexible decoding strategies for multiple spelling options.	Set B, Series 1 — Soft c/g, ph, and variant spellings (including ey = /ā/), paired with Set B, Series 5 — Inflectional endings and doubling/dropping rules . These texts give children repeated exposures to variant consonant spellings and suffix applications, matching Saxon's focus on accuracy with less predictable patterns.
Unit 12 (Lessons 111–120)	Students work with silent letters (wr, gn, kn, gh = /f/), review soft/hard g , and continue practicing spelling rules for inflectional endings (doubling and dropping). They also reinforce decoding and spelling of multisyllabic words in preparation for more complex texts.	Set B, Series 1 — Silent letters and soft/hard consonant variants, paired with Set B, Series 5 — Inflectional endings and spelling rules . These series support mastery of irregular consonant spellings while providing decodable opportunities to apply suffix rules in connected reading.
Unit 13 (Lessons 121–130)	Students review wh and tricky vowel digraphs, explore vowel shifts (a → /ō/ after w or before l), and begin working with prefixes and suffixes in extended text. They continue practice with contractions and multisyllable decoding to solidify fluency.	Set B, Series 2 — Variant vowel teams and tricky vowel patterns alongside Set B, Series 5 — Affixes in connected text . These alignments reinforce unpredictable vowel behavior while offering controlled practice with common prefixes and suffixes, supporting the flexible decoding strategies emphasized in Unit 13.
Unit 14 (Lessons 131–140)	This unit serves as a cumulative review of Grade 2 skills. Students revisit multisyllabic decoding routines , practice final stable syllables (–tion, –sion, –ture),	Set B, Series 4 — Multisyllabic decoding, Set B, Series 3 — Final stable syllables, and Set B, Series 2 — Diphthongs , with review support from Set B, Series 5 — Inflectional endings . This cumulative pairing ensures



	reinforce diphthongs and variant vowel teams , and apply inflectional endings in more complex texts to build fluency and accuracy.	students encounter all major Grade 2 patterns in decodable text, providing a strong bridge to more advanced reading demands.
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