

## Wilson Foundations® Levels K-3 Program Alignment to Florida's B.E.S.T. Standards – English Language Arts, adopted 2020

Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

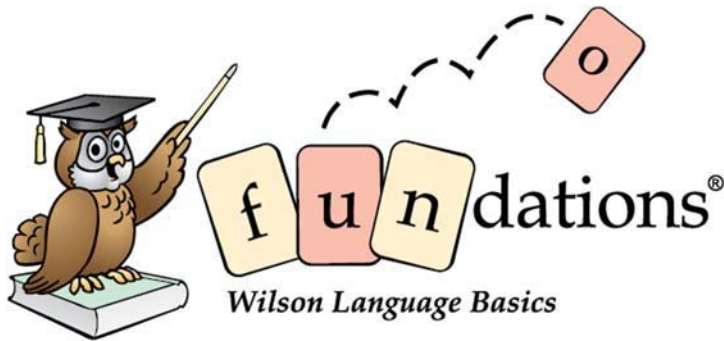
The power of this **supplemental program** is that it overlaps skills, not treating them in isolation, so that a **daily 30-35-minute lesson** teaches and then reinforces many corresponding skills.

Foundations is a **multimodal, structured literacy** program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

Foundations is integral to an MTSS model, providing scientifically-based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

Foundations provides high quality instructional materials. Significant features include:

- Each level of Foundations has a teacher's manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has lesson plan roadmap with a comprehensive two-page presentation including a quick-glance for the day's activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Differentiated instruction is provided for advanced and struggling students, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher's Manuals, and on the web-based Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group Tier 2 Foundations are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.



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**ELA.K.F.1.1 Print Concepts: Demonstrate knowledge of the basic concepts of print.**

In Foundations, print awareness is developed through varied practice designed to advance students’ understanding that print has different purposes and is an ordered system that must be approached in a way that unlocks its meaning. Print awareness is explicitly connected to books and stories during the Foundations Storytime Activity. Print awareness is also demonstrated and reinforced during several activities that use the Sentence Frames to teach concepts. Foundations activities using Sentence Frames include Introduce New Concepts, Teach Trick Words, Trick Word Practice, Word Play–Word Awareness, Word Play–Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right and words are separated by spaces in print. Also, key elements of sentence structure such as capitalization and punctuation are directly taught. Standard Sound Cards and Letter tiles help to demonstrate the difference between individual letters and printed words, and that letters make up words. Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. Students identify and name letters in the following daily activities: Letter-Keyword-Sound, Drill Sounds/Warm Up, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun. Additional practice in print awareness activities is provided with the Duet Books found in the Geodes Level K Library which aligns specifically with the scope and sequence of Foundations Level K.

<b>ELA.K.F.1.1 Print Concepts</b>	
<p><b>ELA.K.F.1.1. a</b> Locate a printed word on a page.</p>	<p><b>Storytime</b> activities recommend books (both informational and narrative for a specific purpose) and direct teachers to discuss print and book awareness, such as handling a book, front and back cover, title, author and illustrator, and features of print including words on a page. <b>Storytime (description p. 48):</b> (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406);</p> <p>During the Echo Stories Part IV, students are directed to find specific words on a page. <b>Storytime:</b> (Unit 1: p. 102; p. 172) (Unit 3: p. 275) Students mark words in decodable story as directed: (Unit 4: p. 331; p. 341)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 31)</p>
<p><b>ELA.K.F.1.1. b</b> Distinguish letters from words within sentences.</p>	<p>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play-Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence: <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) <b>Word Play-Word Awareness</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Word Play – Read Sentences</b> (Unit 4: p. 317, 327, 336), (Unit 5: p. 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>Standard Sound Cards and Letter Tiles demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multimodal way to see the difference between a letter and a printed word. In all <b>Word Play-Make Words for Decoding and Echo/Find Words</b>, students</p>

**ELA.K.F.1.1 Print Concepts**

	<p>visually emphasize that individual letters make up a word. <b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play-Make Words for Decoding (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), <b>Make it Fun:</b> (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 31) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p><b>ELA.K.F.1.1. c</b> Match print to speech to demonstrate that language is represented by print.</p>	<p><b>Storytime (description p. 48):</b> (Unit 1: p.102; p. 112-113; p. 122-123; p. 132-133; p. 172-173; p. 182-183),(Unit 2: p. 199; p. 208; p. 218),(Unit 3: p. 275; p. 285: p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341),(Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)</p> <p>Activities using the blue Sentence Frames allow students to match print to speech to demonstrate that language is represented by print. In the following activities, the teacher is directed to first say a sentence in phrases with expression and select the sentence frames to match the sentence, then write the words on the frames. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play-Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence: <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) <b>Word Play-Word Awareness</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Word Play – Read Sentences</b> (Unit 4: p. 317, 327, 336), (Unit 5: p. 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p><b>Geodes Level K</b> Library aligns with the scope and sequence of Foundations Level K. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K p. 27, )</p>

**ELA.K.F.1.1 Print Concepts**

<p><b>ELA.K.F.1.1. d</b> Identify parts of a book (front cover, back cover, title page).</p>	<p><b>Storytime (description p. 48):</b> (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); <b>Make it Fun</b> (Unit 5: p. 395; p. 405) Additional activities are provided in the Home Support Packet (p. 16, 112)</p> <p><b>Geodes Level K</b> Library aligns with the scope and sequence of Foundations Level K. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K p. 27, )</p>
<p><b>ELA.K.F.1.1. e</b> Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</p>	<p><b>Storytime</b> activities recommend books and direct teachers to discuss print and book awareness such as <b>Storytime</b> : (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); <b>Make it Fun</b> (Unit 5: p. 395; p. 405) Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: <b>Storytime:</b> (Unit 1: p. 102; p.162) (Unit 3: p. 275) (Unit 4: p. 331; p. 341)</p> <p>Print awareness is also demonstrated and reinforced during several activities that use Sentence Frames including <b>Teach Trick Words, Trick Word Practice, Word Play-Word Awareness, Word Play-Read Sentences, and Dictation/Sentences.</b> These activities emphasize that sentences are read left to right, words are separated by print.</p> <p><b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) <b>Word Play-Word Awareness</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Word Play – Read Sentences</b> (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 112)</p> <p><b>Geodes Level K</b> Library aligns with the scope and sequence of Foundations Level K. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K p. 27, )</p>
<p><b>ELA.K.F.1.1. f</b> Identify all upper- and lowercase letters of the alphabet.</p>	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal manner using engaging materials. In these activities, students identify and name letters: <b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun</b></p> <p><b>Letter-Keyword-Sound (description p. 38):</b> (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174)</p> <p><b>Drill Sounds (description p. 30):</b> (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218;</p>

**ELA.K.F.1.1 Print Concepts**

	<p>p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)</p> <p><b>Echo/Find Letters (description p. 32):</b> (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p><b>Dictation/Sounds (description p. 24):</b> Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405)</p> <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: P. 58) (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403);</p> <p><b>Skywrite/Letter Formation (description p. 40):</b> (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226);</p> <p><b>Student Notebook (description p. 42):</b> (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350)</p> <p><b>Alphabetical Order (description p. 22):</b> (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287)</p> <p><b>Make it Fun (description p. 48):</b> (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the Home Support Packet (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p><b>ELA.K.F.1.1. g</b> Recognize that print conveys specific meaning and pictures may support meaning.</p>	<p>The multi-part “Echo” stories allow teachers to guide students through the process of hearing a story, retelling it, drawing pictures to represent the story, writing words and sentences to correspond to the pictures, and then finally reading the story by scooping and reading sentences in phrases, one sentence at a time. This process helps students make the connection that printed language, like spoken language, carries messages for both information and for enjoyment. (Unit 1: p. 72, p. 82, P. 92, P. 102, p. 142, p. 152, p. 162; p. 172) (Unit 3: p. 245, p. 255, p. 265, p. 275)</p> <p><b>Geodes Level K</b> Library aligns with the scope and sequence of Foundations Level K. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K p. 27*)</p>

## ELA.K.F.1.2 Phonological Awareness: Demonstrate phonological awareness.

By design, Foundations Level K sets as the goal to efficiently focuses on the **most** complex phonemic awareness skill of phoneme blending and segmentation which research identifies as the **key** skill and the functional value in decoding/reading. Phonemic awareness instruction in Level K tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). Although Foundations doesn't name an activity "Phonemic Awareness," the oral language exercises of isolating phonemes in a spoken word are ample. The skill of isolating phonemes **orally first (without letters)** in a spoken word is emphasized in the procedure of **Echo/Find Words and Dictation** Activities. During these activities students **first hear the word and must segment the sounds** using the Wilson® finger tapping technique to analyze, segment, and clarify words into phonemes. Several words are studied with each lesson which helps students recognize when a specified phoneme is added, changed, or removed (phoneme manipulation). Foundations spends some (but not extensive) time dedicated to lower-level PA skills (i.e., rhyming, alliteration, syllable awareness, onset-rime). Even so, these activities are included in Make it Fun, Word Play, and Storytime activities in the standard lesson as well as with the Home Support Packet, the companion website, and in the Level K B.E.S.T Supplement. The Sound Search books in the GEODES Level K Library also provides practice with identifying pictures that begin with the sound that was orally produced.

ELA.K.F.1.2 Phonological Awareness	
<p><b>ELA.K.F.1.2.a</b> Blend and segment syllables in spoken words.</p>	<p>Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. <b>Word Play</b> (description p. 48): (Unit 1: p. 100, p. 111; p. 120)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Additional activities are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet) which is provided online via the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
<p><b>ELA.K.F.1.2. b</b> Identify and produce alliterative and rhyming words.</p>	<p>Instruction emphasizing phonological activities such as rhyming is included in Foundations Levels K during the <b>Make It Fun</b> and <b>Storytime</b> activities. <b>Make it Fun (description p. 48)</b>: (Unit 1: p. 108; p. 118; p. 128), (Unit 2: p. 206), <b>Storytime (description p. 48)</b>: (Unit 1: p. 112; p. 122; p. 182). Activities including alliteration or groups of words with the same initial sound include: p. 98, p.128, p 132</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Additional activities are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet) which is provided online via the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
<p><b>ELA.K.F.1.2. c</b> Blend and segment onset and rimes of single-syllable words.</p>	<p>Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. <b>Make It Fun (description p. 48)</b>: (Unit 1: p. 108), (Unit 2: p. 206), <b>Storytime (description p. 48)</b>: (Unit 1: p. 112, p. 122; p. 182)</p>

**ELA.K.F.1.2 Phonological Awareness**

	<p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Additional activities are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet) which is provided online via the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p> <p>Additional activities are provided in the Home Support Packet (p.20, 57)</p>
<p><b>ELA.K.F.1.2. d</b> Identify the initial, medial, and final sound of spoken words.</p>	<p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes <b>orally first</b> in a spoken word is emphasized in the procedure of <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students <b>then</b> identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) <b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332).</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes: <b>Word Play – Listen for Sounds</b> (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) <b>Make it Fun</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>GEODES Level K Library: The Sound Search books in the GEODES Level K Library also provides practice with identifying pictures that begin with the sound that was orally produced. (See Inside Geodes p 25, 26, 45, 46,56)*</p> <p>Additional activities are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet) which is provided online via the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
<p><b>ELA.K.F.1.2. e</b> Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</p>	<p>During each Echo Find Words, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p>



**ELA.K.F.1.2 Phonological Awareness**

	<p><b>Word Play (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210), <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239), <b>Make It Fun (description p. 48):</b> (Unit 2: p. 206), <b>Introduce New Concepts</b> (Unit 2: p. 190), (Unit 3: p. 236)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Additional activities are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet) which is provided online via the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
<p><b>ELA.K.F.1.2. f</b> Segment and blend phonemes in single-syllable spoken words.</p>	<p>The skill of isolating phonemes <b>orally first</b> in a spoken word is emphasized in the procedure of <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students <b>then</b> identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) <b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332).</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes: <b>Word Play – Listen for Sounds</b> (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) <b>Make it Fun</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 2: p. 197; p. 216) (Unit 3: p. 243, p 253 p. 263; 273; 283, 293). (Unit 4: p. 327; p. 337)</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Additional activities are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet) which is provided online via the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>

### ELA.K.F.1.3 Phonics and Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

In Foundations Level K, students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. Sound mastery is a key component of phonics. Students are directly taught a consistently used keyword to help them remember the sound represented by a letter(s). Many activities reinforce the alphabetic principle including: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun. Explicit and systematic study of the English sound system is scaffolded across the four levels of Foundations and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. Level K focuses on decoding and spelling the closed syllable, and thus the short vowel sound, as this is by far the most common syllable type. The Wilson® tapping technique adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. Activities provide ample practice for decoding practice including Introduce New Concepts, Word Play-Decoding-Word Play Read Sentences, and Storytime Activities. Although not taught for in-depth word study in Level K, students are tuned into the long vowel sounds. Encoding (spelling) skills are taught in tandem with decoding skills and include Introduce New Concepts, Echo/Find Words, Dictation Words and Sentences. Additional decoding practice is provided with the 32 Duet Books found in the Geodes Level K Library which aligns specifically with the scope and sequence of Foundations Level K. Each child-read text at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units for students to practice taught phonetic elements and Foundations® Trick Words in connected text.

#### ELA K. F. 1. 3 Phonics and Word Analysis

ELA.K.F.1.3a

Demonstrate knowledge of the most frequent sound for each consonant.

Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal manner using engaging materials. **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.**

**Letter-Keyword-Sound (description p. 38):** (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174); **Drill Sounds (description p. 30):** (Orientation: p. 58), (Unit 1: p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406); **Echo/Find Letters (description p. 32):** (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401); **Dictation/Sounds (description p. 24):** Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317;

**ELA K. F. 1. 3 Phonics and Word Analysis**

	<p>p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p.365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) <b>Echo/Letter Formation (description p. 36):</b> (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; ,p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 209; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 261; p. 269; p. 271; p. 279; p. 281; p. 289; p. 291;), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403); <b>Student Notebook (description p. 42):</b> (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203 p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305) <b>Make It Fun (description p. 48):</b> (Unit 1: p. 68; p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 4: p. 307)</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 52, 54-56, 84) Teachers have access to additional resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p>ELA.K.F.1.3b. Demonstrate knowledge of the short and long sounds for the five major vowels.</p>	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level K is the closed syllable type and the short vowel sounds. <b>Drill Sounds (description p. 30):</b> (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p.386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406), <b>Echo/Find Letters (description p. 32):</b> (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), <b>Letter-Keyword-Sound (description p. 38):</b> (Unit 1: p. 84; p. 94; p. 105; p. 124) <b>Echo/Letter Formation (description p. 36):</b> (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127;</p>

**ELA K. F. 1. 3 Phonics and Word Analysis**

	<p>p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) <b>Student Notebook (description p. 42):</b> (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193), <b>Word Play (description p. 48):</b> Unit 3: 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p><b>Word Play – Listen for Sounds</b> introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p>
<p>ELA.K.F.1.3c. Decode consonant-vowel-consonant (CVC) words.</p>	<p>In Level K, students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants <b>f, m, n, l, r</b> and <b>s</b>. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the Word Play-Make Words for Decoding and Make it Fun activities.</p> <p><b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), <b>Make it Fun:</b> (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) Emphasize the fluent reading of sentences; using phrasing. <b>Word Play – Read Sentences</b> (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403) <b>Make it Fun- Change the Sentence</b> (Unit 5: p. 355; p. 365; p. 375) <b>Storytime</b> (Unit 4: p. 331; p. 341)</p> <p>Additional activities are provided in the Home Support Packet (58-61, 85-88, 93, 94, 96-98, 102-104) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p><b>Geodes Level K Library:</b> Additional practice in decoding practice is provided with the 32 Duet Books found in the Geodes Level K Library which aligns specifically with the scope and sequence of Foundations Level K. Each child-read text at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units for students to practice taught phonetic elements and Foundations® Trick Words in connected text. See Inside Geodes K p. 5, 22, 23, 27, 43-47*</p>
<p>ELA.K.F.1.3 d. Encode consonant-vowel-consonant (CVC) words.</p>	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multimodal techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) <b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Introduce New Concepts:</b> (Unit 5: p. p. 351;</p>

**ELA K. F. 1. 3 Phonics and Word Analysis**

p. 379) **Dictation/Sentences (description p. 28):** (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) **Word Play – Sentence Dictation/Write Sentences** (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) **Make it Fun:** (Unit 5: p. 355; p. 365; p. 375)  
Additional activities are provided in the Home Support Packet (p 89, 95, 106-110) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual.

### ELA.K.F.1.4 Fluency

With Foundations, automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary. Additional activities to specifically teach Dolch and Fry words are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet). Additional practice in decoding practice is provided with the 32 Duet Books found in the Geodes Level K Library which aligns specifically with the scope and sequence of Foundations Level K. Each child-read text at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units for students to practice taught phonetic elements and Foundations® Trick Words in connected text.

### ELA.F.1.4 Fluency

ELA.K.F.1.4 Recognize and read with automaticity grade-level high frequency words.

Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the **Teach Trick Words** and **Trick Word Practice** activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary. **Teach Trick Words (description p. 44):** (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Words taught as Trick Words in Level K: **the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do ; one;** Level K students will be able to *read* high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry’s first 100 list: **in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.**

Additional activities are provided in the Home Support Packet (81-82, 91, 100-101) Teachers have access to additional resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)

Additional activities to specifically teach Dolch and Fry words are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet) which is provided online via the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).

**Geodes Level K Library** aligns with the scope and sequence of Foundations Level K. The Duet Books child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units. Students practice taught phonetic elements and Foundations® Trick Words in connected text. (See Inside Geodes® Level K p. 5, 22, 23, 27, 43-47)

Additional Standards Supported by Foundations

Foundations teaches **both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach** which explicitly teaches total word structure, not just phonics. **Encoding (spelling) skills** are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012).

In addition to the foundational skills, Foundations also strongly supports standards below. Students learn through explicit instruction in the following Communications standards:

- ... Handwriting: Print many upper- and lowercase letters.
- ... Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

<p>ELA.K.C.1.1: Handwriting: Print many upper- and lowercase letters.</p>	<p>Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of <b>all 26 letters, upper- and lowercase</b>, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following activities directly teach handwriting: <b>Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook</b></p> <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: P. 58) (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403);</p> <p><b>Skywrite/Letter Formation (description p. 40):</b> (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226);</p> <p><b>Student Notebook (description p. 42):</b> (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350)</p> <p>Additional activities are provided in the Home Support Packet (p. 7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p>ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and</p>	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation. <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p.</p>

<p>spelling appropriate to grade level.</p>	<p>393; p. 395; P. 399; p. 403 p. 405) <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) <b>Make it Fun:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multimodal way to explicitly teach capitalization, including proper nouns, and punctuation. <b>Word Play (description p. 48):</b> (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multimodal techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) <b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) <b>Make it Fun:</b> (Unit 5: p. 355; p. 365; p. 375) Home Support Packet (89, 95, 106-110)</p> <p>Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
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Although Foundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it does provide instruction in reading standards with the Storytime activity. **Storytime (description p. 48):** (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182); (Unit 2: p. 199; p. 208; p. 218); (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 311; p. 321; p. 331; p. 341); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); **Make it Fun** (These two activities are an extension of the Storytime) (Unit 5: p. 395; p. 405)

\*About Geodes Level K Library: Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. Geodes Level K Library aligns with the scope and sequence of Foundations Level K. The Library is published by Great Minds and sold separately. Wilson Language Training is a distributor.



### ELA.1.F.1.1 Print Concepts

Foundations Level 1 continues to build upon the print awareness skills introduced in Kindergarten. During the Storytime activity, students demonstrate an understanding of the organization of basic features of print. However, as a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not fully address this standard because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction in the **Storytime** activity that supports aspects of this standard. It should be considered that print awareness is also demonstrated and reinforced during several Foundations activities that use the sentence frames to teach concepts. These activities emphasize reading from left to right, that words are separated by spaces in print, and punctuation and capitalization.

<p><b>ELA.1.F.1.1. a</b> Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction in the <b>Storytime</b> activity that supports this standard. <b>Storytime</b> (p. 218, 228, 265 p. 356, 433, 470, 499)</i></p>
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### ELA.1.F.1.2 Phonological Awareness: Demonstrate phonological awareness.

By design, Foundations sets as the goal to efficiently focuses on the **most** complex phonemic awareness skill of phoneme blending and segmentation which research identifies as the **key** skill and the functional value in decoding/reading. Phonemic awareness instruction in Level 1 tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes **orally first** in a spoken word is emphasized in the procedure of **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students **then** identify letter tiles or write the word applying the alphabetic principle. Although letters are used to first demonstrate segmentation and manipulation, throughout Level K and throughout Level 1, students do phonemic skills without letters and confirm the accuracy of the segmentation by **then** attaching letters. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. Words with digraphs, blends, digraph bends and words up to 5 sounds are segmented and blended. For multisyllabic words, the focus is on syllabic segmentation. The procedure for Echo/Find Words (multisyllabic words) and Dictation/Words (multisyllabic words) teaches students to first hear the word orally, then break the words into syllables. Phonemic awareness is not just something performed at the beginning of the program and in isolation, but rather it is conducted (daily) throughout the year as it is directly integrated into the study of word structure.

<h4>ELA.1.F.1.2 Phonological Awareness</h4>	
<p><b>ELA.1.F.1.2. a</b> Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</p>	<p>Foundations has extensive and explicit instruction in the higher-level skill of phonemic segmentation. The skill of isolating phonemes in a spoken word is emphasized in the <b>Echo/Find Words and Dictation/Words</b> activities beginning in Unit 2 in Level 1. The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends), segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. This is <b>first done orally without letters</b>. Once the student segments the spoken words into phonemes, the students then identifies letter tiles or writes the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified</p>

**ELA.1.F.1.2 Phonological Awareness**

	<p>phoneme is added, changed, or removed. The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130-153) and digraphs are then included in word resources for all units following. Words including digraphs will be segmented in Dictation and Echo/Find activities. The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following. Words including blends and digraph blends will be segmented in Dictation and Echo/Find activities (See <b>Unit Resources</b> p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.)</p> <p><b>Dictation/Words (description p. 30):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> <p><b>Echo/Find Words (description p. 42; 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) <b>Introduce New Concepts:</b> (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) <b>Make it Fun (description p. 60)</b> (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>
<p><b>ELA.1.F.1.2.b.</b> Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</p>	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness).</p> <p>The skill of segmenting phonemes in a spoken word, including initial and/or final blends, digraphs, and digraph blends, is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. Blends are introduced in Level 1, Unit 8 (see <b>Unit 8 Introduction:</b> p. 270).</p> <p>The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends), segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>Dictation/Words (description p. 30):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> <p><b>Echo/Find Words (description p. 42; 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173),</p>

**ELA.1.F.1.2 Phonological Awareness**

(Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Introduce New Concepts:** (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) **Make it Fun (description p. 60)** (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)

The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above that is used for Echo/Find and Dictation activities, phonemic awareness instruction in Foundations is aided by card manipulation. In many decoding activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. Students are hearing and tuning into the individual sounds and blending them together. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program in isolation, but rather it is integrated throughout the year (daily) as it is directly integrated into the study of word structure. The use of Sounds Cards and tapping to isolate phonemes in words, including words with initial and/or final consonant blends once taught, are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play, and Word Talk.**

**Introduce New Concepts** (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) **Word of the Day (description p. 56)** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Talk (description p. 58)** (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), **Word Play (description p. 60)** (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392) **Make it Fun (description p. 60)** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)

The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130-153) and digraphs are then included in word resources for all units following. The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following.

**ELA.1.F.1.2 Phonological Awareness**

<p><b>ELA.1.F.1.2.c.</b> Blend single syllable spoken words with at least five phonemes.</p>	<p>Student’s awareness about the way phonemes are coarticulated when they are blended are explicitly taught with the tapping technique (as described above.) Students blend words with up to five sounds in activities in Unit 10 and beyond (Unit 10: 324, 329, 329, p. 332; p. 340; p. 343; p. 349; p. 352)</p>
<p><b>ELA.1.F.1.2.d.</b> Segment single-syllable spoken words with at least five phonemes.</p>	<p>Oral segmentation of sounds required as part of the procedure for Echo / Find Words and Dictation/Words. Students segment words orally with up to five sounds in Unit 10 and beyond. <b>Dictation/Words (description p. 30):</b> (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), <b>Echo/Find Words (description p. 42; 44):</b> (Unit 10: p. 333; 341; 345; 349) <b>Introduce New Concepts:</b> (Unit 10: p. 331; 341)</p>
<p><b>ELA.1.F.1.2.e.</b> Segment and blend phonemes in multi-syllable spoken words.</p>	<p>For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. The procedure for Echo/Find Words (multisyllabic words) and Dictation/Words (multisyllabic words) teaches students to first hear the word orally, then break the words into syllables. This oral work is done before spelling one syllable at a time. <b>Echo/Find Words (description p. 44):</b> (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) <b>Dictation/Words (description p. 32):</b> (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p>

**ELA.1.F.1.3 Phonics and Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.**

In Foundations Level 1, sound mastery is a critical component reinforced in: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, and Make it Fun. Explicit and systematic study of the English sound system is scaffolded across each program level and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. Level 1 students decode and spell the closed and vowel-consonant-e syllables and multisyllabic words with these two syllable types. The Wilson® tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode. Activities provide ample practice for decoding practice including Introduce New Concepts, Word of the Day, Word Talk, Teach Trick Words-Reading, Make it Fun, Storytime. Although not taught in-depth in Level 1 for encoding, students are introduced to the sounds of r-controlled vowels and the vowel teams including those with long vowel sounds. Spelling skills are taught with decoding skills through: Introduce New Concepts, Echo/Find Words, Dictation Words and Sentences. Additional decoding practice is provided in the Fluency Kit Level 1, the Foundations Stories Set 1, and with the 64 books in the Geodes Level 1 Classroom Library\* which aligns specifically with the scope and sequence of Foundations Level 1.

**ELA.1.F.1.3 Phonics and Word Analysis**

**ELA.1.F.1.3.a.**

Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.

The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130-153) and digraphs are included in word resources for **all** units following for all decoding activities. (See **Unit Resources** p. 179, p 195, p. 231; p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.)

The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for **all** units following for all decoding activities (See **Unit Resources** p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.)

Foundations Level 1 B.E.S.T. Supplement provides specific instruction to incorporate trigraphs in supplemental lesson in Unit 3 when digraphs are reviewed. (See Supplemental packet lesson.)

Activities that include decoding: (**Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime activities. Introduce New Concepts** (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387) **Word of the Day (description p. 56)** (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) **Word Talk (description p. 58)** (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Make it Fun (description p. 60)** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), **Word Play (description p. 60)** (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) **Storytime (description p. 60):** (Unit 3: p.

**GRADE 1 FOUNDATIONAL SKILLS = ELA.1.F.1 Learning and Applying Foundational Reading Skills**

**ELA.1.F.1.3 Phonics and Word Analysis**

	<p>141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: p. p. 488)</p> <p>Also, the <b>Home Support Packet activities, Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in Teacher’s Kit), and the <b>Geodes Level 1 Classroom Library*</b> provide additional decoding practice and include words with common digraphs, blends, and digraph blends.</p>
<p><b>ELA.1.F.1.3.b.</b> Decode simple words with r-controlled vowels.</p>	<p>R-controlled vowels are introduced in the <b>Drill Sounds/Warm Up</b> activity beginning in Unit 8. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. <b>Drill Sounds/Warm Up</b> (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498 )</p> <p>Foundations Level 1 B.E.S.T. Supplement provides specific instruction to incorporate trigraphs in supplemental lesson in Unit 8 to teach tapping for decoding of r-controlled, single-syllable words. (See r-controlled lessons.)</p>
<p><b>ELA.1.F.1.3.c.</b> Decode and encode regularly spelled one-syllable words.</p>	<p>The instruction in Unit 1 ensures mastery of letter-sound correspondences. This prepares students for instruction (beginning in Unit 2 and continuing <b>daily</b> throughout the year) for word analysis strategies with phonetically regular words with the closed syllable and vowel-consonant-e syllable types in Level 1. Students are explicitly taught to apply word analysis to a variety of reading tasks during activities that are rotated throughout each week.</p> <p>Activities that include decoding one-syllable words with closed syllables or v-e syllable words in isolation and in context: <b>Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities</b> <b>Introduce New Concepts</b> (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), <b>Word of the Day (description p. 56)</b> (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), <b>Word Talk (description p. 58)</b> (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) <b>Make it Fun (description p. 60)</b> (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <b>Word Play (description p. 60)</b> (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338;</p>

**GRADE 1 FOUNDATIONAL SKILLS = ELA.1.F.1 Learning and Applying Foundational Reading Skills**

<b>ELA.1.F.1.3 Phonics and Word Analysis</b>	
	<p>p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <b>Storytime (description p. 60)</b>: (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: p. p. 488)</p> <p>Also, the <b>Home Support Packet activities, Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in Teacher’s Kit), and <b>Geodes Level 1 Classroom Library*</b> provide additional decoding practice.</p>
<p><b>ELA.1.F.1.3.d.</b> Decode words with inflectional endings.</p>	<p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multimodal tool to teach suffixes. The concept of suffix -s is explicitly taught in <b>Unit 6</b> (See Unit 6 p. 196-231) and are included in word resources for all units following for all decoding activities. (See <b>Unit Resources</b> p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Suffix <b>-ed and -ing</b> added to unchanging base words is explicitly taught in <b>Unit 10</b> (See Unit 10 p. 324-360) and are included in word resources for all units following for all decoding activities See <b>Unit Resources</b> p 397-398; p. 435-436; p. 473-474; 501-502.). Suffix <b>-es</b> is explicitly taught in <b>Unit 13</b> (See Unit 123 p. 438-474) and See <b>Unit Resources</b> p 501-502.) The activities that include decoding words include: <b>Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities.</b></p> <p>Also, the <b>Home Support Packet activities, Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in Teacher’s Kit), and <b>Geodes Level 1 Classroom Library*</b>provide additional decoding practice.</p>
<p><b>ELA.1.F.1.3.e.</b> Decode two-syllable words with regular patterns by breaking the words into syllables.</p>	<p>In Foundations, word analysis strategies for phonetically regular words is sequential and cumulative based on the six syllable types. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations activities that include two-syllable words with these syllable types include:</p> <p><b>Introduce New Concepts</b> (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day (description p. 56)</b> (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) <b>Word Talk (description p. 58)</b> (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) <b>Make it Fun (description p. 60)</b> (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <b>Word Play (description p. 60)</b> (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <b>Storytime (description p. 60)</b>: (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488)</p> <p>Also, the <b>Home Support Packet activities and Foundations Fluency Kit 1</b> (included in Teacher’s Kit), and <b>Geodes Level 1 Classroom Library*</b>provide additional decoding practice.</p>
<p><b>ELA.1.F.1.3.f.</b> Decode words that use final –e and vowel teams to make long-vowel sound.</p>	<p>In Foundations, word analysis strategies for phonetically regular words is sequential and cumulative based on the six syllable types. In Foundations, vowel letter/sound recognition is taught for both decoding and encoding within the context of six syllable types that determine the sound of the vowel(s) within a syllable. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations activities that include decoding words with final-e syllable typed include: <b>Introduce New Concepts</b> (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day</b></p>

ELA.1.F.1.3 Phonics and Word Analysis

(description p. 56) (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) **Word Talk (description p. 58)** (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Make it Fun (description p. 60)** (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), **Word Play (description p. 60)** (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) **Storytime (description p. 60):** (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488).

Also, the **Home Support Packet activities, Foundations Fluency Kit 1, and Foundations Stories Set 1** (included in Teacher’s Kit), and the **Geodes Level 1 Classroom Library\*** provide additional decoding practice.

Vowel teams (vowel digraph/diphthong) are introduced in the **Drill Sounds/Warm Up** activity beginning in Unit 8. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. **Drill Sounds/Warm Up** (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498 )

Foundations Level 1 B.E.S.T. Supplement provides specific instruction to incorporate trigraphs in supplemental lesson in Unit 9 and 10 to teach tapping of r-controlled, single-syllable words. (See lessons)



**ELA.1.F.1.4 Fluency: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.**

In Foundations Level 1, Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text. This is emphasized daily with a variety of activities. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The **Story Time** activity provides practice applying word analysis and fluency strategies to reading controlled stories. The teacher also demonstrates phrasing with scooping and reading with prosody during **Word of the Day and Teach Trick Words-Reading** activities. The Fluency Kit (Included in Teacher’s Kit) contains sound drills, real and nonsense words, trick words, phrases and stories with recording form to develop single word automaticity and fluency with connected text. A phrased and unphrased version of each story is provided for repeated guided reading. In Level 1, the automatic word recognition of Level 1 Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for the most common 100 sight words. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. Additional activities to specifically teach Dolch and Fry words not addressed as phonetically regular or Trick Words in Level 1 are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet)

<p><b>ELA.1.F.1.4.a.</b> Recognize and read with automaticity the grade-level sight words.</p>	<p>Automatic word recognition of Level 1 Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for the most common 100 sight words. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations.</p> <p>There are 93 words taught as Trick Words in Level 1 (See Unit 14 Resources p 501 for a list of all Trick Words) Level 1 students will be able to also <b>read</b> high-frequency words that have <b>regular</b> sound spelling patterns taught in the Level 1 curriculum; including the following high frequency words from Fry’s first 100 list: <b>and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made;</b> And the following high frequency words that follow phonetically taught patterns from Dolch’s list through grade 1: <b>and, big, can, help, in, it, jump, make, not, red, run, up, all, am, at, ate, black, but, came, did, get, like, must, on, ran, ride, that, this, well, went, will, with, yes, an, ask, had, him, just, let, stop, them thank, then, think, when</b> Additional activities to specifically teach any Dolch and Fry words are provided in the Foundations Level K B.E.S.T Supplement (See Activity Packet) which is provided online via the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p> <p>During the <b>Teach Trick Words – Reading</b> activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students’ attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with <b>flash cards</b> during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the <b>Student Notebook. Teach Trick Words - Reading (description p. 52)</b> (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students also practice trick words for automaticity by reading flashcards as a <b>Trick Word Drill</b> during the <b>Drill Sounds/Warm Up</b> activity (Unit 3: p. 134; p. 138; p. 140; 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228),</p>
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GRADE 1 FOUNDATIONAL SKILLS = ELA.1.F.1 Learning and Applying Foundational Reading Skills

(Unit 7: P. 237; 238; 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498 )

Learned Trick Words are also included in the short passages read during the Storytime activities and the **Foundations Fluency Kit 1, and Foundations Stories Set 1** (included in Teacher’s Kit), and the **Geodes Level 1 Classroom Library\***.

Additional Standards Supported by Foundations

Foundations teaches **both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach** which explicitly teaches total word structure, not just phonics. **Encoding (spelling) skills** are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012).

In addition to the foundational skills, Foundations also strongly supports standards below. Students learn through explicit instruction in the following Communications standards:

- ... ELA.1.C.1.1 Handwriting: Print many upper- and lowercase letters.
- ... ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

<p>ELA.1.C.1.1: Handwriting Print all upper- and lowercase letters.</p>	<p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. <b>Sky Write/Letter Formation (description p. 50):</b> (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. <b>Echo/Letter Formation (description p. 46):</b> (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115). Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests. <b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p>A note on upper case letter formations: Foundations students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Foundations, and the expectation that the program is implemented across grades, skills were well established in Kindergarten. The lower-case letters are reviewed in Level 1, the uppercase letters are not retaught unless it is needed. The Level 1 Teacher’s Manual (page 7) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Manual includes explicit instructions to teach letter formation (Echo/Letter Formation p 46, Sky Write/Letter Formation p50), and the Level 1 Teacher’s Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see Formation Guides Teacher’s Kit)</p> <p>The Home Support Packet also reinforces letter formation. (See pages 8-21)</p>
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ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The **Dictation (Composition Book)** Activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization.

**Dictation/Sentences: (description p. 36):** (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; 163; 167; 169; 171; 175), (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311, p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The **Teach Trick Words-Reading Activity** also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multimodal way to explicitly teach capitalization. **Teach Trick Words - Reading (description p. 52)** (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)

Foundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.

**Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)

**Make it Fun (description p. 60)** (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)

**Teach Trick Words - Spelling (description p. 54)** (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p.263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)

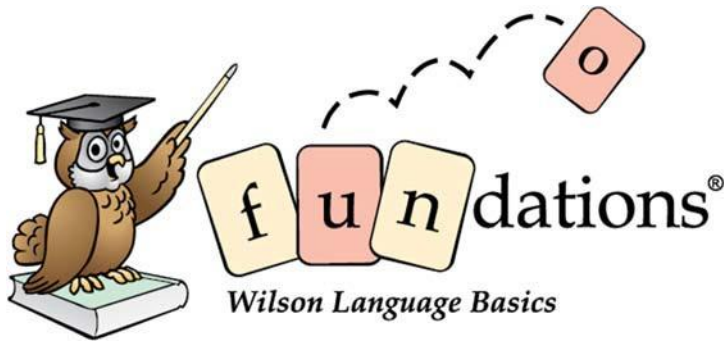
**Echo/Find Words (description p. 42; 44):** (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p.

## GRADE 1 FOUNDATIONAL SKILLS = ELA.1.F.1 Learning and Applying Foundational Reading Skills

	313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) The <b>Home Support Packet activities</b> reinforce encoding skills.
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Although Foundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it does provide instruction in reading standards with the Storytime. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The **Story Time Activity** provides opportunities for students to engage in reading for purpose and understanding. Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling, and students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational vs narrative text. The PLC provides a list of Guiding Questions for teachers to support understanding. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209; p. 218; p. 228), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384; p. p. 395), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 451; p. 460; p. 470), (Unit 14: p. p. 488; p. 499)

\*About Geodes Level 1 Library: Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. Decoding and fluency practice is provided with the 64 books found in the *Geodes Level 1 Classroom Library* which aligns specifically with the scope and sequence of Foundations® Level 1 Units for students to practice taught phonetic elements and Foundations® Trick Words in connected text. The Library is published by Great Minds and sold separately. Wilson Language Training is a distributor.



## Wilson Foundations® **Level 2** Program Alignment to Florida's B.E.S.T. Standards – English Language Arts, adopted 2020

Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

The power of this **supplemental program** is that it overlaps skills, not treating them in isolation, so that a **daily 30-35-minute lesson** teaches and then reinforces many corresponding skills.

Foundations is a **multimodal, structured literacy** program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

Foundations is integral to an MTSS model, providing scientifically-based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

Foundations provides high quality instructional materials. Significant features include:

- Each level of Foundations has a teacher's manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has lesson plan roadmap with a comprehensive two-page presentation including a quick-glance for the day's activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Differentiated instruction is provided for advanced and struggling students, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher's Manuals, and on the web-based Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group Tier 2 Foundations are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.

### ELA.2.F.1.3 Phonics and Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure, not just phonics.

Structured literacy includes synthetic, systematic phonics instruction but it goes well beyond learning phonics for initial decoding. Many phonics programs teach sounds and can “check off the box” for grade-level phonics but are often insufficient because they fall significantly short of teaching word structure beyond sounds, and do not teach decoding and spelling concurrently. Foundations, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.

Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options. This is important for students to efficiently read longer, unfamiliar words as their reading skills progress and the complexity of grade-level text increases.

<p><b>ELA.2.F.1.3. a</b> Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</p>	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>In grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Foundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception).</p> <p>Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following, and are used in the following activities: <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun.</b> Also, see Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 12 Introduction (p. 370), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444), Unit 16 Introduction (p. 472).</p> <p><b>Dictation/Sounds (description p. 28):</b> Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) <b>Dictation/Words (description p. 30-35):</b> Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) <b>Dictation/Sentences (description p. 38-39):</b> Dictation (Dry Erase/Composition Books/Check-Up) (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12:</p>
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	<p>p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) <b>Drill Sounds/Warm-Up (description p. 40-41):</b> (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484) <b>Echo/Find Letters (description p. 42-43):</b> (Orientation: p. 65) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) <b>Echo/Find Words (description p. 44-49):</b> (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) <b>Introduce New Concepts:</b> (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) ( Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) <b>Word of the Day (description p. 56-57):</b> (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480) <b>Word Talk (description p. 58-59):</b> (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484) <b>Make It Fun (description p. 60):</b> (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463)</p>
<p><b>ELA.2.F.1.3. b</b> Decode regularly spelled two-syllable words with long and short vowels.</p>	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable through single-syllable words. The concept of the long vowel sound is introduced starting in Unit 3, again using single-syllable words, with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (<b>Resources:</b> p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516)</p> <p>By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. Multisyllabic Word instruction, specifically, begins in Unit 5. <b>Unit 1 Introduction</b> (p. 70), <b>Unit 3 Introduction</b> (p. 126), <b>Unit 4 Introduction</b> (p. 142), <b>Unit 5 Introduction (multisyllabic words)</b> (p. 172), <b>Unit 6 Introduction</b> (p. 202), <b>Unit 7 Introduction</b> (p. 230), <b>Unit 10 Introduction</b> (p. 314), <b>Unit 11 Introduction</b> (p. 342), <b>Unit 13 Introduction</b> (p. 388), <b>Unit 14 Introduction</b> (p. 416) <b>Unit 15 Introduction</b> (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.</b></p> <p><b>Dictation/Words (description p. 30-35):</b> (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p.</p>



	<p>407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Dictation/Sentences (description p. 38-39):</b> (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Introduce New Concepts:</b> (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) <b>Echo/Find Words (description p. 44-49):</b> (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Word of the Day (description p. 56-57):</b> (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p. 459), <b>Word Talk (description p. 58-59):</b> (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) <b>Make It Fun (description p. 60):</b> (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463)</p>
<p><b>ELA.2.F.1.3. c</b> Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</p>	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. <b>In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words.</b> White Syllable Frames are used to provide a multimodal approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Foundations activities that include decoding words with these syllable types include: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the <b>Foundations Fluency Kit 2, and Books to Remember Set 2</b> (included in Teacher’s Kit) and <b>Geodes</b> provide additional decoding practice. <b>Introduce New Concepts:</b> (Unit 1: p.74, p.77, p.78, p.82, p.83, p.84, p.88) (Unit 2: p. 102, p.105, p.106, p.112, p.118) (Unit 3: p. 130, p.132, p.134, p.136) (Unit 4: p. 146, p.151, p.156, p.158, p.161, p.162) (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210, p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) ( Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) <b>Word of the Day (description p. 56-57):</b> (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk (description p. 58-59)</b> (Unit 1: p. 92) (Unit 2: p. 120) (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) <b>Make It Fun (description</b></p>

	<p><b>p. 60):</b> (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463) (Unit 17: p. 499; p. 508) <b>Storytime (description p. 60):</b> (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
<p><b>ELA.2.F.1.3. d</b> Decode words with common prefixes and suffixes.</p>	<p>Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see <b>Unit 4 Introduction: p. 142</b>). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (<b>Resources:</b> p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384- 386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun,</b> and <b>Storytime</b> activities. Also, the Foundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and <b>Geodes®</b> provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.)</p>
<p><b>ELA.2.F.1.3. e</b> Decode words with silent letter combinations (e.g., knight, comb, island, ghost).</p>	<p>While silent letters are typically not taught as such until the Foundations Level 3 curriculum, students are exposed to them in Foundations Level 2 through various high frequency sight word examples. Please see the <b>Foundations Level 2 BEST Supplement</b> for the tools to teach the decoding of silent letter combinations in Grade 2.</p>

Benchmark Clarifications:

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**ELA.2.F.1.4 Fluency: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.**

Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. Lessons progress to a focus on quick and automatic word recognition. Teachers make word chains with Sound Cards and students learn how to scoop sentences into meaningful phrases to develop prosody and expression when reading connected text.

Foundations provides a Fluency Kit for Levels 2 for students who need additional practice with controlled text. The kits include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. Foundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the Geodes<sup>®</sup> Classroom Libraries, which provide 64 titles explicitly corresponding to Foundations' scope and sequence for grade 2.

**ELA.2.F.1.4**

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The **Storytime Activity** is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

**Storytime (description p. 60):** (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),

**Prosody:** The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the **Word of the Day** activity. **Word of the Day (description p. 56):** (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510),

**Fluency Kit 2 Materials, Books to Remember Set 2,** and the **Progress Monitoring Tool** (included in Teacher's Kit or available on the associated online Learning Community and the **Level 2 Geodes<sup>®</sup> Classroom Library** provide additional decoding practice.

**Important Note for Consideration:** Foundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula.

	However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the <b>Geodes</b> ® Classroom Libraries, which provide 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.
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Benchmark Clarifications:

Clarification 1: See Dolch and Fry word lists.

Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Foundations teaches **both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach** which explicitly teaches total word structure, not just phonics. **Encoding (spelling) skills** are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012).

In addition to the foundational skills, Foundations also strongly supports the standards below. Students learn through explicit instruction in the following areas:

- ... Retell as a tool to enhance comprehension.
- ... Uppercase and lowercase letter formation.
- ... Oral presentation of information in a clear way using complete sentences.
- ... Conventions of standard English spelling.
- ... Conventions of standard English capitalization and punctuation.
- ... Use of academic vocabulary.
- ... Base words and affixes.

### ELA.2.R.3.2 Paraphrasing and Summarizing: Retell a text to enhance comprehension.

Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the **Storytime Activity**, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

<p><b>ELA.2.R.3.2</b> Retell a text to enhance comprehension.</p> <p>a. Use main story elements in a logical sequence for a literary text.</p> <p>b. Use the central idea and relevant details for an informational text.</p>	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the <b>Storytime Activity</b>, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency: <b>Storytime (description p. 60)</b>: (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
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### ELA.2.C.1.1 Handwriting: Demonstrate legible printing skills.

Foundations takes a cumulative, systematic approach the foundational skills of decoding, encoding and handwriting. Printing skills in Foundations are thoroughly and explicitly taught in Kindergarten and reviewed in Grade 1. In Grade 2, printing skills are again reviewed again in the Orientation, and supplemental handwriting activities are included in the Learning Activity Overview section for additional practice (see **Echo/Letter Formation** pg. 50-51 and **Sky Write/Letter Formation** pg. 52-53). Students are held accountable for legible handwriting in all Foundations activities.

<p><b>ELA.2.C.1.1</b> Demonstrate legible printing skills.</p>	<p>Foundations takes a cumulative, systematic approach the foundational skills of decoding, encoding and handwriting. Printing skills in Foundations are thoroughly and explicitly taught in Kindergarten and reviewed in Grade 1. In Grade 2, printing skills are again reviewed again in the <b>Orientation Unit</b> (pg. 66-67), and supplemental handwriting activities are included in the Learning Activity Overview section for additional practice (see <b>Echo/Letter Formation</b> pg. 50-51 and <b>Sky Write/Letter Formation</b> pg. 52-53). Students are held accountable for legible handwriting in all Foundations activities.</p> <p>Please also note that cursive handwriting is explicitly taught and integrated into the Foundations Level 3 curriculum but can also be taught in Level 2 using the supplemental <b>Wilson® Cursive Writing Kit</b>. This comprehensive kit includes the complete set of materials needed for cursive writing instruction.</p>
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### ELA.2.C.2.1 Oral Presentation: Present information orally using complete sentences, appropriate volume, and clear pronunciation.

This standard is addressed in an incidental way throughout **all** lesson components, as procedures and routines require students to share oral information in complete sentences and clearly.

<p><b>ELA.2.C.2.1</b> Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level K does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Although Foundations is not a comprehensive core/basal program, this standard is addressed in an incidental way throughout <b>all</b> lesson components, as procedures and routines require students to share oral information in complete sentences and clearly.</p>
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### ELA.2.C.3.1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Foundations supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.

<p><b>ELA.2.C.3.1</b> Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.</p> <p><b>Dictation/Sentences (description p. 38-39):</b> (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p>
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### ELA.2.V.1.1 Academic Vocabulary: Use grade-level academic vocabulary appropriately in speaking and writing.

Foundations, a comprehensive foundational skills program, is not intended to be a core ELA program. However, teachers create a rich oral language environment to reinforce that words have meaning throughout Foundations lessons. They develop “word conscious” classrooms, constantly emphasizing both structure and meaning. For text, students practice visualization and retelling strategies. Students learn to orally provide sentences for selected words they have decoded as well as how to expand them with more details. A word of the day, corresponding with the word structure being studied, is selected from resources (such as Beimiller, 2010) so that students learn word structure using example words of higher utility. Students add these words using expanded sentences to a vocabulary section of their Student Notebook.

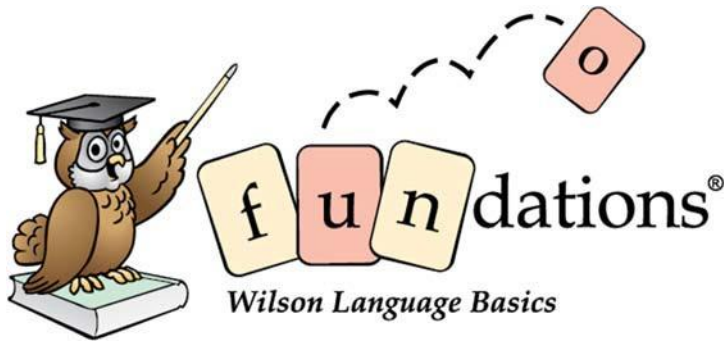
<p><b>ELA.2.V.1.1</b> Use grade-level academic vocabulary appropriately in speaking and writing.</p>	<p><i>Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i></p> <p>Teachers are directed to incorporate vocabulary instruction in the Foundations activities to create a vocabulary rich environment (see Introduction p 5). Explicit vocabulary instruction is included in the <b>Word of the Day</b> and <b>Word Talk</b> activity. <b>Word of the Day (description p. 56-57):</b> (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk (description p. 58-59):</b> (Unit 1: p. 92) (Unit 2: p. 120) (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)</p>
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**ELA.2.V.1.2 Morphology: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.**

Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, and students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options.

<p><b>ELA.2.V.1.2</b> Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p>	<p><i>Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in <b>Unit 4</b> (See Unit 4 p. 142- 170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in <b>Unit 5</b> (See Unit 5 p. 172- 200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in <b>Unit 6</b> (See Unit 6 p.202-229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in <b>Unit 7</b> (See Unit 7 p. 230-266) and are included in word resources for all units following for all decoding activities. During <b>Word of the Day</b> and <b>Word Talk</b> activities in these units, teachers discuss meaning of words with affixes.</p> <p><b>Word of the Day (description p. 56-57):</b> (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258 <b>Word Talk (description p. 58-59):</b> (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262</p>
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## Wilson Foundations® **Level 3** Program Alignment to Florida's B.E.S.T. Standards – English Language Arts, adopted 2020

Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

The power of this **supplemental program** is that it overlaps skills, not treating them in isolation, so that a **daily 30-35-minute lesson** teaches and then reinforces many corresponding skills.

Foundations is a **multimodal, structured literacy** program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

Foundations is integral to an MTSS model, providing scientifically-based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

Foundations provides high quality instructional materials. Significant features include:

- Each level of Foundations has a teacher's manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has lesson plan roadmap with a comprehensive two-page presentation including a quick-glance for the day's activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Differentiated instruction is provided for advanced and struggling students, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher's Manuals, and on the web-based Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group Tier 2 Foundations are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.

### ELA.3.F.1.3 Phonics and Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure, not just phonics.

Structured literacy includes synthetic, systematic phonics instruction but it goes well beyond learning phonics for initial decoding. Many phonics programs teach sounds and can “check off the box” for grade-level phonics but are often insufficient because they fall significantly short of teaching word structure beyond sounds, and do not teach decoding and spelling concurrently. Foundations, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.

Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options. This is important for students to efficiently read longer, unfamiliar words as their reading skills progress and the complexity of grade-level text increases.

<p><b>ELA.3.F.1.3. a</b> Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</p> <p><b>ELA.3.F.1.3. b</b> Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</p>	<p>Foundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes <b>-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or</b>, closed- and open-syllable prefixes <b>con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro</b>, and <b>re</b>, and closed-syllable roots <b>dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct</b>, and <b>tract</b> are the focus.</p> <p>See <b>Bonus Unit</b> (Bonus Unit p. 264-291), <b>Unit 2</b> (Unit 2 p. 114-151), <b>Unit 4</b> (Unit 4 p. 170-197) <b>Unit 9</b> (Unit 9 p. 360-398) <b>Unit 14</b> (Unit 14 p. 528-555). During <b>Word of the Day</b> and <b>Word Talk</b> activities in these units, teachers discuss meaning of words with affixes.</p> <p><b>Word of the Day (description p. 66):</b> (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142) (Unit 4: p. 176; p. 180; p. 186; p. 190) (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390) (Unit 14: p. 536; p. 538; p. 546; p. 548) <b>Word Talk (description p. 68):</b> (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).</p>
<p><b>ELA.3.F.1.3. c</b> Decode multisyllabic words.</p>	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multimodal approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (<b>Resources:</b> p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities for decoding words with these syllable types include: <b>Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play</b> and <b>Make It Fun</b> activities.</p> <p><b>Guess Which One (description p. 56):</b> (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Introduce New</b></p>

**Concepts (description p. 70)** (Unit 3: p. 160-161) (Unit 4: p. 174-175; p. 178-179; p. 188-189) (Unit 5: p. 202-203; p. 217) (Unit 6: p. 230-231; p.232; p.237; p.240-241; p.250-251; p.255) (Bonus Unit: p. 269; p. 270; p. 273; p. 280; p. 282-283; p. 284-285) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8: p. 324-325; p.334-335; p.336; p.344-345) (Unit 9: p. 364-365; p.368-369; p.374; p.384-385; p.388-389) (Unit 10: p. 404-405; p. 407; p. 417; p. 424-425; p. 426-427; p. 429) (Unit 12: p. 472; p.474; p.482-483; p. 484-485) (Unit 13: p. 502; p.507; 512-513) (Unit 14: p. 532-533; p.542-543) **Word of the Day (description p. 66):** (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) **Word Talk (description p. 68):** (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) **Make It Fun (description p.70):** (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 517), (Unit 14: p. 541; p. 549) **Word Play (description p.70):** (Unit 5: p. 208), (Bonus Unit: p. 278)

Benchmark Clarifications:

Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

Clarification 2: See Affixes and the Parts of Speech They Form.

**ELA.3.F.1.4 Fluency: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.**

Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. Lessons progress to a focus on quick and automatic word recognition. Teachers make word chains with Sound Cards and students learn how to scoop sentences into meaningful phrases to develop prosody and expression when reading connected text.

By Grade 3, given the depth of knowledge systematically imparted in all Levels, and the fact that Foundations Level 2 is a prerequisite for Foundations Level 3, students should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text.

<p><b>ELA.3.F.1.4</b> Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p><b>Note:</b> With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive outcomes across a number of areas related to reading proficiency” (Rasinski, 2006, p.4). In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See <b>Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency:</b> p. 5-6.)</p>
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Benchmark Clarifications:

Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Foundations teaches **both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach** which explicitly teaches total word structure, not just phonics. **Encoding (spelling) skills** are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012).

In addition to the foundational skills, Foundations also strongly supports the standards below. Students learn through explicit instruction in the following areas

- ... Uppercase and lowercase cursive letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- ... Conventions of standard English spelling.
- ... Conventions of standard English capitalization and punctuation.
- ... Use of academic vocabulary and homophones.
- ... Common Greek and Latin roots, base words, and affixes.

### ELA.3.C.1.1 Handwriting: Write in Cursive all Upper- and Lowercase Letters

Foundations takes a cumulative, systematic approach the foundational skills of decoding, encoding and handwriting. Cursive skills in Foundations are thoroughly and explicitly taught in Grade 3. Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum.

<p><b>ELA.3.C.1.1</b> Write in Cursive all Upper- and Lowercase Letters.</p>	<p>Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum. The following Foundations activities explicitly teach cursive handwriting: <b>Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.</b></p> <p><b>Letter Formation (Individual Letters) (description p. 58):</b> (Orientation: p. 83); (Unit 1: p. 97; p. 103), (Unit 2: p. 125; p. 131; 143), (Unit 3: p. 159), (Unit 4: p. 177; p. 187), (Unit 5: p. 207; 217), (Unit 6: p. 233), (Unit 7: p. 301; 309), (Unit 8: p. 327; p. 339; p. 347), (Unit 9: p. 371; p. 379; p. 387), (Unit 10: p. 411; p. 421), (Unit 11: p. 451), (Unit 12: p. 477; p. 487)</p> <p><b>Letter Formation (Connectives) (description p. 60):</b> (Unit 1: p. 99; p. 105), (Unit 2: p. 127; p. 137; p. 145), (Unit 3: p. 163), (Unit 4: p. 191), (Unit 5: p. 209; p. 219), (Unit 6: p. 241), (Unit 7: p. 303; p. 313), (Unit 8: p. 331; p. 341), (Unit 9: p. 373; p. 381; p. 391), (Unit 10: p. 413; p. 425), (Unit 11: p. 461), (Unit 12: p. 479; p. 489)</p> <p><b>Sky Write/Letter Formation (description 82) :</b> (Orientation: p. 82-83) (Unit 1: p. 91, p. 101) Unit 2: p. 119; p. 129; p. 139) (Unit 3: p. 157) (Unit 4: p. 175; p.185) (Unit 5: p. 203; p. 213) (Unit 6: p. 231; p. 253) (Bonus Unit: p. 275; p. 277) (Unit 7: p. 297; p. 307) (Unit 8: p. 325, p. 335, p. 345) (Unit 9: p. 365, p. 375, p. 385) (Unit 10: p. 405; p. 415) (Unit 11: p. 445) (Unit 12: p. 473, p. 483)</p>
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### ELA.3.C.3.1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Foundations supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.

<p><b>ELA.3.C.3.1</b> Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning in Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate grammar, punctuation, capitalization, and correct spelling.</p> <p><b>Dictation/Sentences (description p. 42):</b> (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)</p>
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### ELA.3.V.1.1 Academic Vocabulary: Use grade-level academic vocabulary appropriately in speaking and writing.

Foundations, a comprehensive foundational skills program, is not intended to be a core ELA program. However, teachers create a rich oral language environment to reinforce that words have meaning throughout Foundations lessons. They develop “word conscious” classrooms, constantly emphasizing both structure and meaning. For text, students practice visualization and retelling strategies. Students learn to orally provide sentences for selected words they have decoded as well as how to expand them with more details. A word of the day, corresponding with the word structure being studied, is selected from resources (such as Beimiller, 2010) so that students learn word structure using example words of higher utility. Students add these words using expanded sentences to a vocabulary section of their Student Notebook.

<p><b>ELA.3.V.1.1</b> Use grade-level academic vocabulary appropriately in speaking and writing.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i></p> <p>Students add the <b>Word of the Day</b> and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010), so that they not only</p>
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learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks.

**Word of the Day (description p. 66):** (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)

Also in Foundations, students develop vocabulary and spelling skills with homophones by distinguishing differences in meaning from the context of various sentences. Homophones are explicitly addressed in the **Guess Which One** activity, beginning in the Orientation Unit, and once taught are included in word resources for all units following for use in all encoding activities. (**Resources: p. 110-113, p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555**). Homophones for each unit are also listed in the Unit Introduction in the In a Nutshell column (**In a Nutshell: p. 72, p. 86, p. 114, p. 152, p. 170, p. 198, p. 226, p. 264, p. 292, p. 320, p. 360, p. 400, p. 440, p. 468, p. 498, p. 528**), and are included in encoding activities: **Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One and Make It Fun.**

**Dictations/Sound Alike & Trick Words (description p. 40):** (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)

**Echo/Find Words (description p. 48; p. 50; p. 52 ):** (Orientation p. 79), ), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) **Guess Which One (description p. 56):** (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Make It Fun (description p.70):** (Unit 8: p. 333), (Unit 12: p. 487; p. 491)

**ELA.3.V.1.2 Morphology: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.**

Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, and students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words, including common roots, and affixes. Students investigate words and use a variety of techniques, including the explicitly taught knowledge of common Greek and Latin roots, to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options.

<p><b>ELA.3.V.1.2</b> Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p>	<p>Foundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon and supports students in determining the meaning of unfamiliar words in grade level context through word analysis. Suffixes <b>-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or</b>, closed- and open-syllable prefixes <b>con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re</b>, and closed-syllable roots <b>dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract</b> are the focus.</p> <p>See <b>Bonus Unit</b> (Bonus Unit p. 264-291), <b>Unit 2</b> (Unit 2 p. 114-151), <b>Unit 4</b> (Unit 4 p. 170-197) <b>Unit 9</b> (Unit 9 p. 360-398) <b>Unit 14</b> (Unit 14 p. 528-555). During <b>Word of the Day</b> and <b>Word Talk</b> activities in these units, teachers discuss meaning of words with affixes.</p> <p><b>Word of the Day (description p. 66):</b> (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142) (Unit 4: p. 176; p. 180; p. 186; p. 190) (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390) (Unit 14: p. 536; p. 538; p. 546; p. 548) <b>Word Talk (description p. 68):</b> (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).</p>
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