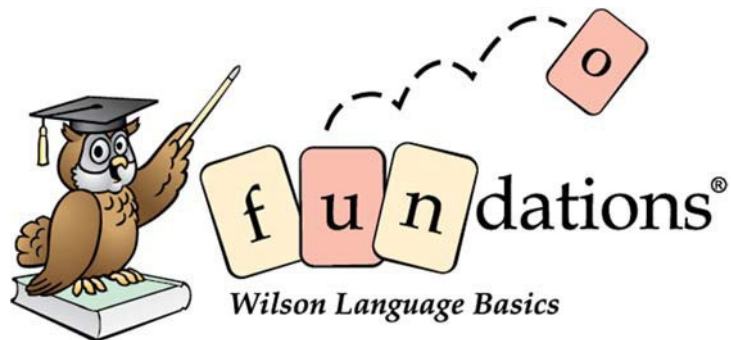


Foundations® LEVELS K-3 Programs

Alignment to Nevada Academic Content
Standards for English Language Arts,
adopted 2010



Foundations® LEVEL K Program

Alignment to Nevada Academic Content
Standards for English Language Arts,
adopted 2010

Reading Standards for Literature

Key Ideas and Details

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Storytime (description p. 48): (Unit 1: pp. 72, 92, 102, 112, 122, 132, 142, 162, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
RL.K.2 With prompting and support, retell familiar stories, including key details.	Storytime (description p. 48): (Unit 1: pp. 82, 92, 102, 112, 122, 142, 152, 162, and 182), (Unit 3: pp. 245, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), (Unit 5: pp. 356, 366, 376, 386, and 396)
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 142, 152, 162, and 172); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, and 396)

Reading Standards for Literature

Craft and Structure

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.K.4 Ask and answer questions about unknown words in a text.	Storytime (description p. 48): (Unit 1: pp. 102, 112, 122, 132, 172, and 182); (Unit 2: p. 199, 208, and 218); and (Unit 3: p. 275)
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	Storytime (description p. 48): (Unit 3: pp. 285 and 295); (Unit 4: pp. 311 and 321); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Storytime (description p. 48): (Unit 1: pp. 112, 122, 132, and 162); (Unit 2: p. 199, 208, and 218); (Unit 3: p. 285); (Unit 4: pp. 311 and 321); and (Unit 5: pp. 356, 366, 376, 386, and 396)

Reading Standards for Literature

Integration of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Storytime (description p. 48): (Unit 1: pp. 92, 102, 162, and 172); (Unit 3: pp. 265, 275, and 285); and (Unit 4: p. 311)
RL.K.8 Not applicable to literature.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Storytime (description p. 48): (Unit 1: pp. 162 and 172); (Unit 3: pp. 245, 255, 265, 285, and 295); (Unit 4: pp. 311 and 321); and (Unit 5: pp. 366 and 386)

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.K.10 Know and apply grade-level phonics and word analysis skills in decoding words.	Storytime (description p. 48): (Unit 1: pp. 52, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 244, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)

Reading Standards for Informational Text

Key Ideas and Details

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	Storytime (description p. 48): (Unit 1: pp. 102, 122, 132, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 275, 285, and 295); (Unit 4: pp. 311, 321, and 331); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Storytime (description p. 48): (Unit 2: pp. 285 and 295); (Unit 4: p. 311); and (Unit 5: pp. 356, 366, 376, 386, and 396)
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Storytime (description p. 48): (Unit 1: p. 142); (Unit 3: p. 245); and (Unit 5: pp. 356, 366, 376, 386, and 396)

Reading Standards for Informational Text

Craft and Structure

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.K.4 Ask and answer questions about unknown words in a text.	Storytime (description p. 48): (Unit 5: pp. 356, 376, and 396)
RI.K.5 Identify the front cover, back cover, and title page of a book.	Storytime (description p. 48): (Unit 1: pp. 112, 122, 132, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: p. 285); (Unit 4: pp. 311 and 321); and (Unit 5: pp. 356, 366, 376, 386, and 396)
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Storytime (description p. 48): (Unit 1: pp. 112, 122, 132, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: p. 285); (Unit 4: pp. 311 and 321); and (Unit 5: pp. 356, 366, 376, 386, and 396)

Reading Standards for Informational Text

Integration of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Storytime (description p. 48): (Unit 4: pp. 295 and 321) and (Unit 5: pp. 376 and 396)
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	Storytime (description p. 48): (Unit 1: p. 143); (Unit 3: p. 245); and (Unit 5: pp. 356, 366, 376, 386, 396)
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Storytime (description p. 48): (Unit 5: pp. 356, 366, 376, and 386) and (pp. 396 and 406)

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.K.10 Actively engage in group reading activities with purpose and understanding.	Storytime (description p. 48): (Unit 1: pp. 112, 122, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 285 and 295); (Unit 4: pp. 311 and 321); and (Unit 5: pp. 356, 366, 376, 386, and 396)

Reading Standards: Foundational Skills

Print Concepts

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.K.1 Demonstrate understanding of the organization and basic features of print.	<i>This indicator is addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts. (see RF.K.1a)</i>
R.K.1a Follow words from left to right, top to bottom, and page by page.	<p>The Geodes® Level K Classroom Library, which specifically aligns with the scope and sequence of Foundations® provides practice in following words from left to right, top to bottom, and page by page. Print awareness in Foundations is also demonstrated and reinforced during several activities that use Sentence Frames including 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 print.</p> <ul style="list-style-type: none"> • Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270,

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>280, and 290); (Unit 4: pp. 305, 315, 325, and 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401)</p> <ul style="list-style-type: none"> • Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, and 404) • Word Play-Word Awareness (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180) • Word Play – Read Sentences (Unit 4: pp 317, 327, and 336) and (Unit 5: pp. 352, 359, 363, 369, 373, 378, 383, 385, 389, 393, 399, and 403) • Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381) • Dictation/Sentences (description p. 28): (Unit 5: pp. 351, 379; 383, 389, 393, 395, 399, 403, and 405) • Make it Fun-Change the Sentence: (Unit 5: pp. 355, 365, and 375) <p>Additional activities are provided in the Home Support Pack K (pp. 16 and 112) Geodes® Level K Classroom 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>RF.K.1c</p> <p>Understand that words are separated by spaces in print.</p>	<p><i>This indicator is addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts.</i></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:</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<ul style="list-style-type: none"> • Teach Trick Words (description p. 44): (Unit 3: p. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); and (Unit 5: p. 351, 361, 371, 381, 391, and 401) • Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: p. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, and 404) • Word Play- Word Awareness (Unit 1: p. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180) • Word Play– Read Sentences (Unit 4: pp. 317, 327, and 336), (Unit 5: pp. 352, 359, 363, 369, 373, 78, 383, 385, 389, 393, 399, and 403) <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right.</p> <ul style="list-style-type: none"> • Word Play– Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381) • Dictation/Sentences (description p. 28): (Unit 5: pp. 351, 379, 383, 389, 393, 395, 399, 403, and 405) • Make it Fun– Change the Sentence: (Unit 5: p. 355, 365, and 375) <p>Recognition that words are separated by spaces in print occur during the Storytime Activity and with Geodes® Level K Classroom Library Activities are also provided in the Home Support Pack K (p. 31) and the online teacher companion resource community called the Foundations® Learning Community. (See Expert Tips/Ideas section.)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.K.1d</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><i>This indicator is addressed as a part of the Wilson Foundations® materials.</i></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 multi-modal/multisensory manner using engaging materials. In these activities, students identify and name letters:</p> <p>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make it Fun</p> <ul style="list-style-type: none"> • Letter-Keyword-Sound (description p. 38): (Orientation: p. 56) and (Unit 1: p. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174) • Drill Sounds (description p. 30): (Orientation: p. 58); (Unit 1: pp. 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180, and 182); (Unit 2: pp. 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 3: pp. 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, and 294); (Unit 4: pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, and 340); and (Unit 5: pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, and 406) • Echo/Find Letters (description p. 32): (Unit 1: pp. 69, 73, 79, 83,

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>89, 93, 99, 103, 109, 113, 119, 123, 129, 133, 139, 143, 149, 153, 159, 163, 169, 173, and 179); (Unit 2: pp. 195, 209, and 219); (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)</p> <ul style="list-style-type: none"> • Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: pp. 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 355, 363, 365, 375, 379, 389, 395, 399, and 405) • Echo/Letter Formation (description p. 36): (Orientation: p. 58); (Unit 1: pp. 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121, 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181); (Unit 2: pp. 193, 197, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, and 225); (Unit 3: pp. 241, 249, 251, 259, 261, 271, 279, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 353, 363, 373, 383, 393, and 403) • Skywrite/Letter Formation (description p. 40): (Orientation: pp. 57 and 58); (Unit 1: pp. 64, 66, 71, 75, 76, 81, 85, 87, 91, 95, 96, 101, 105, 106, 111, 115, 116, 121, 125, 126, 131, 135, 136, 141, 144, 146, 151, 155, 156, 161, 165, 166, 171, 175, 176, and 181); and (Unit 2: pp. 191, 201, 203, 205, 207, 211, 213, 215, 217, 221, 222, 224, and 226) • Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: pp. 65, 67, 69, 75, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2: pp. 193, 201, 203, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4: pp. 303 and 350) • Alphabetical Order (description p. 22): (Unit 2: pp. 195, 209, and 219) and (Unit 2: pp. 239, 247, 257, 267, and 287) • Make it Fun (description p. 48): (Unit 1: pp. 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178)

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>Additional activities are provided in the Home Support Pack K (pp. 7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource community called the Foundations® Learning Community.</p> <p>Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>

Reading Standards: Foundational Skills

Phonological Awareness

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>This indicator is addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts.</i>
RF.K.2a Recognize and produce rhyming words.	<p><i>The bulk of this indicator is addressed as a part of the Wilson Foundations® materials. Instruction emphasizing phonological activities such as rhyming is included in Foundations® Levels K during the Make It Fun and Storytime activities.</i></p> <ul style="list-style-type: none"> • Make it Fun (description p. 48): (Unit 1: pp. 108, 118, and 128) and (Unit 2: p. 206) • Storytime (description p. 48): (Unit 1: pp. 112, 122, and 182). <p>Teachers have access to additional phonemic awareness resources provided in companion learning community Foundations® Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	<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. Word Play (description p. 48): (Unit 1: pp. 100, 111, and 120)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community Foundations® Learning Community that is available to teachers with the purchase of the Level</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	K Manual. (See Expert Tips/Ideas section.)
<p>RF.K.2c</p> <p>Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences.</p> <ul style="list-style-type: none"> • Make It Fun (description p. 48): (Unit 1: p. 108) and (Unit 2: p. 206), • Storytime (description p. 48): (Unit 1: pp. 112, 122, and 182) <p>Teachers have access to additional phonemic awareness resources provided in the companion Foundations® Learning Community 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 Home Support Pack K (pp. 20 and 57).</p>
<p>RF.K.2d</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in</p> <p>three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. 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 and confirming their understanding of the identified sounds.</p> <ul style="list-style-type: none"> • Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: p. 349, 359, 361, 369, 391, and 401) • Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251,

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: p 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403 and 405)</p> <ul style="list-style-type: none"> • Introduce New Concepts: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332). <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> <ul style="list-style-type: none"> • Word Play – Listen for Sounds (Unit 3: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325) • Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293). <p>The Foundations® Progress Monitoring Tool Level K assesses student’s ability to isolate and pronounce sounds in CVC words. Additional activities are provided in the Home Support Pack K (pp. 38, 57, 89, and 95)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community Foundations® Learning Community 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, pp. 25, 26, 45, 46, and 56.)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</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.</p> <ul style="list-style-type: none"> • Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: p. 349, 359, 361, 369, 391, and 401) • Word Play (description p. 48): (Unit 2: pp. 192, 194, 196, 198, 200, 202, 204, and 210), • Echo/Find Words (description p. 34): (Unit 3: pp. 237 and 239), • Make It Fun (description p. 48): (Unit 2: p. 206), • Introduce New Concepts (Unit 2: p. 190) and (Unit 3: p. 236) <p>Teachers have access to additional phonemic awareness resources provided in companion learning community Foundations® Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>

Reading Standards: Foundational Skills

Phonics and Word Recognition

Nevada Standards	Aligned Components of <i>Foundations</i> [®]
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>This indicator is addressed as a part of the Wilson Foundations[®] materials as well as the Geodes[®] readable texts for some indicators.</i></p>
<p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p>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/multisensory 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.</p> <ul style="list-style-type: none"> • Letter-Keyword-Sound (description p. 38): (Orientation: p. 56) and (Unit 1: pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174) • Drill Sounds (description p. 30): (Orientation: p. 58), (Unit 1: pp. 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, and 182); (Unit 2: pp. 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 3: pp. 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, and 294); (Unit 4: pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, and 340);

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>and (Unit 5: pp. 348, 350, 352, 354, 356, 358, 360, 362, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, and 406)</p> <ul style="list-style-type: none"> • Echo/Find Letters (description p. 32): (Unit 1: pp. 69, 73, 79, 83, 89, 93, 99, 103, 109, 113, 119, 123, 133, 139, 143, 149, 153, 159, 163, 169, 173, and 179); (Unit 2: pp. 195, 209, and 219); (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); and (Unit 4: pp. 313, 315, 323, 325, 333), (Unit 5: pp. 349, 359, 361, 369, 391, and 401) • Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: pp. 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293), (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339), and (Unit 5: pp. 355, 363, 365, 375, 379, 389, 395, 399, and 405) • Echo/Letter Formation (description p. 36): (Orientation: p. 58); (Unit 1: pp. 67, 71, 77, 81, 87, 91; p. 97, 101, 107, 111, 117, 121, 127, 131, 137; ,p. 141, 147, 151, 157, 161, 167, 171, 177, and 181), (Unit 2: pp. 193, 197, 201, 203, 205, 207, 209, 211, 213, 215, 217, 221, 223, and 225); (Unit 3: pp. 241, 251, 261, 269, 271, 279, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 353, 363, 373, 383, 393, and 403) • Student Notebook (description p. 42): (Orientation: p. 57); (Unit 1: pp. 65, 67, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2: pp. 193, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4: pp. 303 and 305) • Make It Fun (description p. 48): (Unit 1: pp. 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178) and (Unit 4: p. 307)

Nevada Standards	Aligned Components of <i>Fundations</i> ®
	<p>Additional activities are provided in the Home Support Pack K (pp. 38, 52, 54–56, and 84) Teachers have access to additional resources provided in companion learning community <i>Fundations</i>® Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
<p>RF.K.3b</p> <p>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>In <i>Fundations</i>®, 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.</p> <p>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.</p> <p>Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of <i>Fundations</i>® Level K is the closed syllable type and the short vowel sounds.</p> <ul style="list-style-type: none"> • Drill Sounds (description p. 30): (Unit 1: pp. 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, and 182); (Unit 2: pp. 190, 192, 194,

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 3: pp. 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, and 294); (Unit 4: pp. 302, 304, 306, 308, 310, 312, 314, 315, 318, 320, 322, 322, 324, 326, 328, 330, 332, 334, 336, 338, and 340); and (Unit 5: pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 400, 402, 404, and 406)</p> <ul style="list-style-type: none"> • Echo/Find Letters (description p. 32): (Unit 1: pp. 89, 93, 99, 103, 109, 113, 119, 123, 129, 139, 143, 149, 153, 159, 163, 169, 173, and 179); (Unit 2: pp. 195, 209, and 219); (Unit 3: pp. 237, 239, 249, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 313, 315, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401) • Letter-Keyword-Sound (description p. 38): (Unit 1: pp. 84, 94, 105, and 124) • Echo/Letter Formation (description p. 36): (Unit 1: pp. 87, 97, 107, 117, 127, 137, 147, 157, 167, and 177); (Unit 2: pp. 193, 195, 203, 207, 211, 213, 215, 217, 221, 223, and 225); (Unit 3: pp. 241, 251, 259, 261, 269, 271, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 353, 363, 373, 383, 393, and 403) • Student Notebook (description p. 42): (Unit 1: pp. 85, 87, 89, 97, 99, 107, 109, 117, 119, 127, 129, 137, 147, 149, 157, 159, 167, 169, 177, and 179) and (Unit 2: p. 193) • Word Play (description p. 48): (Unit 3: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325) • Word Play – Listen for Sounds introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds (Unit 3: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)

Nevada Standards	Aligned Components of <i>Fundations</i> ®
<p>RF.K.3c</p> <p>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>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.</p> <p>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 automatically 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.</p> <ul style="list-style-type: none"> • Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401) • Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265; 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, and 404) <p>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; and 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; and get.</p> <p>Additional activities are provided in the Home Support Pack K (pp. 81–82, 91, and 100–101). Teachers have access to additional</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>resources provided in companion learning community Foundations® Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>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, pp. 5, 22, 23, 27, and 43–47.)</p>
<p>RF.K.3d</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>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. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining.</p> <ul style="list-style-type: none"> • Introduce New Concepts: (Unit 2: p. 190); (Unit 3: p. 263); (Unit 4: p. 302); and (Unit 5: p. 349) • Word Play-Make Words for Decoding (description p. 48): (Unit 2: pp. 192, 194, 196, 198, 200, 202, 204, 210, 212, 214, 220, 222, 224, and 228); (Unit 3: pp. 238, 240, 242, 244, 246, 248, 252, 254, 256, 258, 262, 264, 266, 268, 272, 274, 276, 278, 282, 284, 286, 288, 292, and 294); (Unit 4: pp. 304, 306, 308, 310, 312, 314, 316, 318, 320, 324, 326, 328, 330, 334, 336, 338, and 340); and (Unit 5: pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402)

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<ul style="list-style-type: none"> • Make it Fun: (Unit 2: p. 206) and (Unit 4: pp. 307, 317, 355, 365, and 375)

Reading Standards: Foundational Skills

Fluency

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Students also read connected text with prosody and expression in sentences in:</p> <ul style="list-style-type: none"> • Storytime (description p. 48) (Unit 2: pp. 199, 208, and 218) and (Unit 3: pp. 248, 255, 275, and 285) • Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, and 404) • Sentence Reading: (Unit 5: pp. 348 and 350) • Word Play- Read Sentences (Unit 5: pp. 353, 359, 360, 363, 369; 370, 373, 378, 380, 383, 385, 389, 393, 399, and 403) • Make it Fun (Unit 5 pp. 355, 365, and 375) <p>Students proofread the written sentence which requires students to read connected text.</p> <ul style="list-style-type: none"> • Dictation/Sentences (description p. 28): (Unit 5: pp. 351, 359, 361, 369, 370, 379, 381, 383, 389, 395, and 403) <p>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 grade-level 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® Level K Classroom Library, which provides 32 Duet Books explicitly corresponding to Foundations' scope and sequence for kindergarten.</p> <p>These Duet 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</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	background knowledge and vocabulary in the areas of science, history, and the arts.

Speaking & Listening Standards

Comprehension and Collaboration

Nevada Standards	Aligned Components of <i>Foundations</i> ®
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	See SL.K.1a–b below
SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
SL.K.1b Continue a conversation through multiple exchanges.	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 243, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: p. 356, 366, 376, 386, 396, and 406)
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Storytime (description p. 48): (Unit 1: p. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2: p. 199, 208, and 218); (Unit 3: p. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366; p. 376, 386, 396, and 406)

Speaking & Listening K–5

Presentation of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none">• Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)• Word Play (description p. 48): (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 150, 160, 170, and 180)
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	My Journal: (Unit 1: p. 163); (Unit 2: p. 199); and (Unit 4: pp. 341, 367, 387, and 396)
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none">• Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 113, 123, 133, 142, 152, 162, 172, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit : pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)• Make It Fun: (Unit 5: pp. 385, 395, and 405)

Language Standards

Conventions of Standard English

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>See L.K.1a–f below</p>
<p>L.K.1a 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 all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice.</p> <p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory 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: Echo/Letter Formation, Skywrite/Letter Formation, and Student Notebook.</p> <ul style="list-style-type: none"> • Echo/Letter Formation (description p. 36): (Orientation: p. 58) (Unit 1: pp. 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121, 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181); (Unit 2: pp. 193, 197, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, and 225); (Unit 3: pp. 241, 249, 251, 259, 261, 271, 279, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: p. 353, 363, 373, 383, 393, and 403) • Skywrite/Letter Formation (description p. 40): (Orientation: pp. 57 and 58); (Unit 1: pp. 64, 66, 71, 75, 76, 81, 85, 87, 91, 95, 96, 101, 105, 106, 111, 115, 116, 121, 125, 126, 131, 135, 136, 141, 144, 146, 151, 155, 156, 161, 165, 166, 171, 175, 176, and 181); and (Unit 2: pp. 191, 201, 203, 205, 207, 211, 213, 215, 217, 221, 222, 224, and 226)

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<ul style="list-style-type: none"> • Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: pp. 65, 67, 69, 75, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2: p. 193, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4: pp. 303 and 350) <p>Additional activities are provided in the Home Support Pack K (pp. 7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource community called the Foundations® Learning Community.</p> <p>Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
L.K.1b Use frequently occurring nouns and verbs.	Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 360, 389, 395, and 403)
L.K.1d Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>).	Word Play (description p. 48): (Unit 1: p. 70, 80, 90, 110, 150, 160, and 180)

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<ul style="list-style-type: none"> • Teach Trick Words (description p. 44): (Unit 3: pp. 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401) • Trick Word Practice (description p. 46): (Unit 3: pp. 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 2: p. 354, 364, 375, 385, 394, and 404)
<p>L.K.1f Produce and expand complete sentences in shared language activities.</p>	<p>Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341), and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)</p>
<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>See L.K.2a–d below</p>
<p>L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation.</p> <ul style="list-style-type: none"> • Introduce New Concepts: (Unit 5: pp. 351 and 379) • Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) • Word Play– Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381) • Make it Fun: (Unit 5: pp. 355, 365, and 375) <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 multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<ul style="list-style-type: none"> • Word Play (description p. 48): (Unit 1: pp.70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180) • Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401) • Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, 404) <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, and 106–110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
<p>L.K.2b</p> <p>Recognize and name end punctuation.</p>	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation.</p> <ul style="list-style-type: none"> • Introduce New Concepts: (Unit 5: pp. 351 and 379) • Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) • Word Play– Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381) • Make it Fun: (Unit 5: pp. 355, 365, and 375) <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 multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.</p> <ul style="list-style-type: none"> • Word Play (description p. 48): (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<ul style="list-style-type: none"> • Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401) • Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295) and (Unit 4: pp. 309, 319, and 339); (Unit 5: pp. 354, 364, 374, 384, 394, and 404) <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, and 106–110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
<p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <ul style="list-style-type: none"> • Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); (Unit 5: pp. 349, 359, 361, 369, 391, and 401) • Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405) • Introduce New Concepts: (Unit 5: pp. 351 and 379) • Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) • Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381) • Make it Fun: (Unit 5: pp. 355, 365, and 375) <p>Additional activities are provided in the Home Support Pack K (pp. 89,</p>

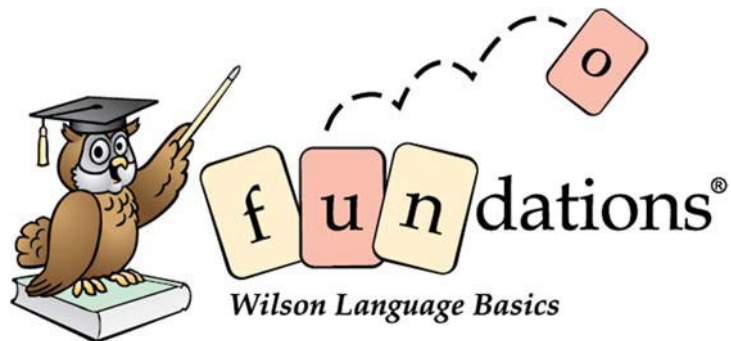
Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>95, and 106–110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
<p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns</p> <ul style="list-style-type: none"> • Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401) • Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405) • Introduce New Concepts: (Unit 5: pp. 351 and 379) Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) • Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381) • Make it Fun: (Unit 5: pp. 355, 365, and 375) <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, 106–110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
L.K.3 <i>Begins in Grade 2</i>	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Language Standards

Vocabulary Acquisition and Use

Nevada Standards	Aligned Components of <i>Foundations</i> ®
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	See L.K.4a–b below While Foundations’ focus is on foundational skills teachers are prompted to develop vocabulary while doing word building activities: pp. 4, 34, 151, 171, 196, 206, 212, 238, 249, 263, and 349
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	See L.K.5a–d below



Fundations[®] LEVEL 1 Program

Alignment to Nevada Academic Content
Standards for English Language Arts,
adopted 2010

Reading Standards for Literature

Key Ideas and Details

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.1.1 Ask and answer questions about key details in a text.	Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245 and 254; Unit 8, pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413 and 423; Unit 13, pp. 451 and 460; and Unit 14, p. 489) Fluency Kit 1 Materials
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8, pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13 pp. 451, 460, and 470; and Unit 14 p. 489) Also see Fluency Kit 1 Materials
RL.1.3 Describe characters, settings, and major events in a story, using key details.	Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8, pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13 pp. 451, 460, and 470; and Unit 14 p. 489) Fluency Kit 1 Materials

Reading Standards for Literature

Craft and Structure

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Storytime (description p. 60) (Unit 3, p. 151; Unit 4, p. 176; Unit 5, p. 192; Unit 6, p. 209; Unit 7, p. 254; Unit 9, p. 320, Unit 10, p. 346; Unit 11, p. 384; Unit 12, p. 423; Unit 13, p. 460; and Unit 14, p. 489) Also see Fluency Kit 1 Materials
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Storytime (description p. 60) (Unit 6, pp. 219 and 228; Unit 7, p. 265; Unit 10, p. 356; Unit 11, p. 395; Unit 12, p. 433; Unit 13, p. 470; and Unit 14, p. 499) Also see Fluency Kit 1 Materials
RL.1.6 Identify who is telling the story at various points in a text.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards for Literature

Integration of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp.166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245 and 254; Unit 8 pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413 and 423; Unit 13, pp. 451 and 460; and Unit 14 p. 488) Fluency Kit 1
RL.1.8 <i>Not applicable to literature.</i>	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards for Informational Text

Key Ideas and Details

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.1.1 Ask and answer questions about key details in a text.	Storytime (description p. 60) (Unit 6, p. 228; Unit 7, p. 265; Unit 10, p. 356; Unit 11, p. 395; Unit 12, p. 433; and Unit 13, p. 470)
RI.1.2 Identify the main topic and retell key details of a text.	Storytime (description p. 60) (Unit 6, p. 228; Unit 7, p. 265; Unit 10, p. 356; Unit 11, p. 395; Unit 12, p. 433; and Unit 13, p. 470)
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Storytime (description p. 60) (Unit 6, p. 228; Unit 7, p. 265; Unit 10, p. 356; Unit 11, p. 395; Unit 12, p. 433; Unit 13 p. 470; and Unit 14 p. 499)

Reading Standards for Informational Text

Craft and Structure

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Storytime (description p. 60) (Unit 13, pp. 451, 460 and 470; and Unit 14, p. 489)

Reading Standards for Informational Text

Integration of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> [®]
RI.1.8 Identify the reasons an author gives to support points in a text.	Storytime (description p. 60) (Unit 12, p. 433 and Unit 13, p. 470)
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Storytime (description p. 60) (Unit 7, p., 265; Unit 10, p. 356; and Unit 11, p. 395)

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Nevada Standards	Aligned Components of <i>Foundations</i> [®]
RI.1.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Storytime (description p. 60) (Unit 12, p. 433 and Unit 13, p. 470)

Reading Standards: Foundational Skills

Print Concepts

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.1.1 Demonstrate understanding of the organization and basic features of print.	<i>See RF.1.1a</i>
RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>Students systematically learn features of a sentence. 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.</p> <p>During Teach Trick Words-Reading, students must recognize the features of the sentence and many conventions of print including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14.</p> <p>Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171 and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 214, and 223); (Unit 7: pp. 240, 249, 258, and 263); (Unit 8: pp. 278 and 288); (Unit 9: pp. 307 and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 376); (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations® students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>Dictation/Sentences:(description p. 36): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>Additional practice in print awareness activities is provided with the stories in the Fluency Kit 1 and the 64 titles in the <i>Geodes® Level 1 Classroom Library*</i> which aligns specifically with the scope and sequence of Foundations® Level 1.</p>

Reading Standards: Foundational Skills

Phonological Awareness

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><i>This indicator is addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts. Please see the indicators below.</i></p>
<p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</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 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11–14 for decoding and encoding activities. (Resources: pp. 397–398, 435–436, 473–474, and 501–502.)</p> <ul style="list-style-type: none"> • Introduce New Concepts (Unit 11 Introduction: pp. 366, 368, and 387) • Make it Fun (description p. 60) (Unit 11: pp. 371, 381, and 391) • Word of the Day (description p. 56) (Unit 11: pp. 370, 372, 378, 382, 388, and 393) • Word Talk (description p. 58) (Unit 11: pp. 374, 380, 390, and 394) • Word Play (description p. 60) (Unit 11: pp. 386 and 392) <p>The vowel-consonant-e concept is reinforced in spelling activities</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>including:</p> <ul style="list-style-type: none"> • Echo Find Words, Dictation/Words: <ul style="list-style-type: none"> ○ Echo/Find Words (description p. 42) (Unit 11: pp. 369, 371, 379, and 387) ○ Dictation/Words (description p. 26): (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393) <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9: p. 313).</p>
<p>RF.1.2b</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</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). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: 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> <ul style="list-style-type: none"> • Dictation/Words (description p. 26): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161;

Nevada Standards	Aligned Components of <i>Fundations</i> ®
	<p>163, 167; 169; 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261; and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); and (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)</p> <ul style="list-style-type: none"> • Echo/Find Words (description pp. 42 and 44): (Unit 2: pp. 109 and 117); (Unit 3: pp. 135, 139, and 145); (Unit 4: pp. 159 and 173); and (Unit 6: pp. 207, 211, 221, and 227); (Unit 7: pp. 243, 247, 253, and 257), (Unit 8: pp. 281, 285, and 291), (Unit 9: pp. 303, 313, and 319), (Unit 10: pp. 333; 341, 345, and 349), (Unit 11: pp. 369, 371, 379, and 387), (Unit 12: pp. 409, 425, and 429), (Unit 13: pp. 469); and (Unit 14: p. 491) • Introduce New Concepts: (Unit 2: pp. 108 and 111); (Unit 3: pp. 135, 145, and 147); (Unit 4: p. 168); (Unit 6: p. 203); (Unit 7: pp. 239 and 256); (Unit 9: p. 305); (Unit 10: pp. 331 and 341); and (Unit 11: pp. 368 and 387) • Make it Fun (description p. 60) (Unit 2: p. 123); (Unit 4: pp.165 and 173); (Unit 5: p. 189); (Unit 7: pp. 238 and 250); (Unit 8: p. 287); and (Unit 14: pp. 487, 493, and 495)
<p>RF.1.2c</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts 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 the word, and then tap out the individual phonemes.</p> <p>This is conducted orally before 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. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks).</p> <ul style="list-style-type: none"> • Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247,

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	<p>249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)</p> <ul style="list-style-type: none"> • Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405) • Introduce New Concepts: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332). <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> <ul style="list-style-type: none"> • Word Play – Listen for Sounds (Unit 3: pp.239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325) • Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263; 273; and 293)
<p>RF.1.2d</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> • Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401) • Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405) • Introduce New Concepts: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332). <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> <ul style="list-style-type: none"> • Word Play – Listen for Sounds (Unit 3: pp.239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325) • Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263; 273, and 293)

Reading Standards: Foundational Skills

Phonics and Word Recognition

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>The concept of digraphs was taught in Level K Foundations® and is again explicitly taught in Unit 3 (See Unit 3 pp. 130–153). Digraphs are included in word resources for all units following for all decoding and encoding activities. (See Unit Resources pp. 179, 195, 231, 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.)</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up (description p. 38) (Unit 3, pp. 132, 134, 136, 138, 140, 142, 144, 146, 148, 150); (Unit 4, pp. 158, 160, 162, 164, 166, 168, 170, 172, and 176); (Unit 5, pp. 184, 186, 188, 190, and 192); (Unit 6, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 7, 237, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, and 266); (Unit 8, pp. 274, 276, 278, 280, 282, 284, 286, 288, 290, and 292); (Unit 9, pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, and 320); (Unit 10, pp. 328, 330, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 354, and 356); (Unit 11, pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12 pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13, pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 468, and 470); and (Unit 14 pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498) • Introduce New Concepts (Unit 3, pp. 132, 135, and 145) and (Unit 8 pp. 274 and 284) • Echo/Find Letters (description p. 40) (Unit 3, pp. 139 and 145); (Unit 4, pp. 159, 173, and 175); (Unit 6, pp. 207, 211, 221, and 227); (Unit 7, pp. 243, 247, 253, and 257); (Unit 8, pp. 281, 285, and 291); (Unit 9, pp. 303 and 319); (Unit 10 pp. 333, 341, 345, and 349); (Unit 11, pp. 369, 371, and 379); (Unit 12, 387, 425, and 429); (Unit 13, p. 469,); and (Unit 14, p. 491) • Dictation/Sounds (description p. 28) (Unit 3, pp. 135, 139, and 147); (Unit 4, pp. 163, 167, and 169); (Unit 5, pp. 185 and 189); (Unit 6, pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 251, 253, and 255); (Unit 8, pp. 261, 281,

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	<p>287, and 291); (Unit 9, pp. 305, 309, 311, 313, 315, 317, and 319); (Unit 10, pp. 331, 335, 343, 345, 347, 351, and 355); (Unit 11, pp. 369, 376, 379, 381, 383, 385, 389, 391, and 393); (Unit 12, pp. 407, 409, 415, 419, 421, 423, 425, and 431); (Unit 13, pp. 445, 447, 449, 457, 458, 460, 461, 465, 467, and 469); and (Unit 14, pp., 487, 489, 491, 493, and 495)</p> <ul style="list-style-type: none"> • Word Play (description p. 60) (Unit: 3, p. 134) • Make It Fun (description p. 60) (Unit 8 p. 287) <p>Additional decoding practice is provided in the <i>Fundations</i>® Home Support Pack 1, Fluency Kit 1, and with the 64 books in the <i>Geodes</i>® Level 1 Classroom Library* which aligns specifically with the scope and sequence of <i>Fundations</i>® Level 1.</p>
<p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>The concept of digraphs was taught in Level K <i>Fundations</i>® and is again explicitly taught in Unit 3 (See Unit 3 pp. 130–153). Digraphs are included in word resources for all units following for all decoding and encoding activities. (See Unit Resources pp. 179, 195, 231, 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.)</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up (description p. 38) (Unit 3, pp. 132, 134, 136, 138, 140, 142, 144, 146, 148, and 150); (Unit 4, pp. 158, 160, 162, 164, 166, 168, 170, 172, and 176); (Unit 5, pp. 184, 186, 188, 190, and 192); (Unit 6, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 7, 237, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, and 266); (Unit 8, pp. 274, 276, 278, 280, 282, 284, 286, 288, 290, and 292); (Unit 9, pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, and 320); (Unit 10, pp. 328, 330, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 354, and 356); (Unit 11, pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12 pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13, pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 468, and 470); and (Unit 14, pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498) • Introduce New Concepts (Unit 3, pp. 132, 135, and 145) and (Unit 8 pp. 274 and 284) • Echo/Find Letters (description p. 40) (Unit 3, pp. 139 and

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	<p>145); (Unit 4, pp. 159, 173, and 175); (Unit 6, pp. 207, 211, 221, and 227); (Unit 7, pp. 243, 247, 253, and 257); (Unit 8, pp. 281, 285, and 291); (Unit 9, pp. 303 and 319); (Unit 10, pp. 333, 341, 345, and 349); (Unit 11, pp. 369, 371, and 379); (Unit 12, 387 , 425, and 429); (Unit 13, p. 469); and (Unit 14 p. 491)</p> <ul style="list-style-type: none"> • Dictation/Sounds (description p. 28) (Unit 3, pp. 135, 139, and 147); (Unit 4, pp. 163, 167, and 169); (Unit 5, pp. 185 and 189); (Unit 6, pp. 203, 207, 211 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 251, 253, and 255); (Unit 8, pp. 261, 281, 287, and 291); (Unit 9, pp. 305, 309, 311, 313, 315, 317, 319, Unit 10, pp. 331, 335, 343, 345, 347, 351, 355); (Unit 11, pp. 369, 376, 379, 381, 383, 385, 389, 391, and 393); (Unit 12, pp. 407, 409, 415, 419 , 421, 423, 425, and 431); (Unit 13, pp. 445, 447, 449, 457, 458, 460, 461, 465, 467, and 469); and (Unit 14, pp., 487, 489, 491, 493 , and 495) • Word Play (description p. 60) (Unit 3, p. 134) • Make It Fun (description p. 60) (Unit 8, p. 287) <p>Additional decoding practice is provided in the Foundations® Home Support Pack 1, Fluency Kit 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.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.1.3b Decode regularly spelled one-syllable words.</p>	<p>In Foundations®, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. 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 an 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. 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 these syllable types include:</p> <p>Introduce New Concepts (Unit 2: pp. 106, 108, and 111); (Unit 4: pp. 158 and 163); (Unit 5: p. 184); (Unit 6: pp. 201 and 220); (Unit 7: pp. 236, 246, and 256); (Unit 8: pp. 274, 284); (Unit 9: pp. 302, 312, and 313); (Unit 10: pp. 341 and 348); (Unit 11: pp. 366, 367, and 387); (Unit 12: pp. 404, 406, 414, 417, and 424); and (Unit 13: pp. 442, 452, and 462)</p> <p>Word of the Day (description p. 56) (Unit 2: pp. 118 and 122); (Unit 3: pp. 136, 138, 144, and 150); (Unit 4: pp. 162, 170, and 172); (Unit 5: p. 186); (Unit 6: pp. 204, 210, 213, 222, and 224); (Unit 7: pp. 237, 239, 247, 251, 257, and 260); (Unit 8: pp. 277, 285, and 290); (Unit 9: pp. 304, 309, 315, and 318); (Unit 10: pp. 329, 332, 340, 343, 349, and 352); (Unit 11: pp. 370, 372, 378, 382, 388, and 393); (Unit 12: pp. 405, 408, 416, 418, 426, and 428); (Unit 13: pp. 444, 454, 456, 464, and 466); and (Unit 14: pp. 485, 492, and 494)</p> <p>Word Talk (description p. 58) (Unit 2: p. 124); (Unit 3: pp. 140 and 148); (Unit 4: pp. 164 and 174); (Unit 5: p. 188); (Unit 6: pp. 206, 208, 217, and 226); (Unit 7: pp. 242, 244, 252, 262, and 264); (Unit 8: pp. 280 and 291); (Unit 10: pp. 330, 336, 351, and 354); (Unit 11: pp. 374, 380, 390, and 394); (Unit 12: pp. 410, 412, 420, 422, 430, and 432); (Unit 13: pp. 446, 449, 450, 458, 468); and (Unit 14: pp. 486, 496, and 498)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> [®]
	<p>Make it Fun (description p. 60) (Unit 3: pp. 137 and 146); (Unit 6: pp. 202, 212, and 225); (Unit 7: p. 261); (Unit 8: p. 277); (Unit 9: pp. 309 and 315); (Unit 10: pp. 333, 343, and 355); (Unit 11: pp. 371, 381, and 391); (Unit 12: pp. 409, 419, and 429); and (Unit 13: pp. 447, 457, and 467)</p> <p>Word Play (description p. 60) (Unit 2: pp. 112, 114, and 116); (Unit 3: pp. 134 and 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: pp. 338 and 344); (Unit 11: pp. 386 and 392); (Unit 13: p. 448); and (Unit 14: pp. 480, 484, and 490)</p> <p>Storytime (description p. 60): (Unit 3: pp. 141 and 151); (Unit 4: pp. 166, and 176); (Unit 5: p. 192); (Unit 6: p. 209); (Unit 7: pp. 245, 254, and 265); (Unit 8: pp. 282 and 292); (Unit 9: pp. 310 and 320); (Unit 10: pp. 337, 346, and 356); (Unit 11: pp. 375 and 384); (Unit 12: pp. 413, 423, and 433); (Unit 13: p. 460); and (Unit 14: p. 488)</p> <p>Foundations[®] Fluency Kit 1, (included in Teacher's Kit), Also, the r-controlled vowels and vowel teams are introduced in the Quick Drill/Warm-Up activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. 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 like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open but will move on to an in-depth word study of open syllables in Level 2 r-controlled vowels and 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.</p> <p>Drill Sounds/Warm Up (Unit 8: pp. 276, 278, 280, 284, 286, 288, and 290); (Unit 9: pp. 302, 304, 306, 308, 310, 312, 314, 316, and 318); (Unit 10: pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348,</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>350, and 354); (Unit 11: pp. 386, 388, 390, and 392); (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430); (Unit 13: pp. 442, 452, 456, 458, and 462); and (Unit 14: pp. 480, 488, 492, 496, and 498)</p> <p>Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables but will move on to an in-depth word study of open syllables in Level 2.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>In Foundations® letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11. Introduce New Concepts (p. 366). The letter sound correspondence is then practiced in daily in the Drill Sounds activity (description p. 38) (Unit 11: pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13: pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, and 470); and (Unit 14: pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498)</p> <p>Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The Echo/Find Letters activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in VCe syllable beginning in Unit 11 and onward.</p> <p>Echo/Find Letters (description p. 40): (Unit 11: pp. 369, 371, 379, and 387); (Unit 12: pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491)</p> <p>Dictation/Sounds (description p. 28): (Unit 11: pp. 369, 377, 379, 381, 383, 389, 391, and 393)</p> <p>Vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. 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.</p> <p>Drill Sounds/Warm Up (Unit 9: pp. 302, 304, 306, 308, 310, 312, 314, 316, and 318); (Unit 10: pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, and 354); (Unit 11: pp. 386, 388, 390, and 392); (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430); (Unit 13: pp. 442, 452, 456, 458, and 462); and (Unit 14: pp. 480, 488, 492, 496, and 498)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>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, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Foundations® Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. (In Level 2, students progress to learn all six syllable types within multisyllabic words.)</p> <p>Introduce New Concepts (Unit 9: pp. 302, 312, and 313); (Unit 11: pp. 366 and 367); (Unit 12: pp. 404, 406, 414, 417, and 424); and (Unit 13: pp. 442, 452, and 462)</p> <p>Word of the Day (description p. 56) (Unit 12: pp. 405, 408, 416, 418, 426, and 428); (Unit 13: pp. 444, 454, 456, 464, 466); and (Unit 14: pp. 485, 492, 494)</p> <p>Word Talk (description p. 58) (Unit 12: pp. 410, 412, 420, 422, 430, and 432); (Unit 13: pp. 446, 449, 450, 458, and 468); and (Unit 14: pp. 486, 496, 498)</p> <p>Make it Fun (description p. 60) (Unit 12: pp. 409, 419, 429) and (Unit 13: pp. 447, 457, 467)</p> <p>Word Play (description p. 60) (Unit 11: pp. 386 and 392); (Unit 13: p. 448); and (Unit 14: pp. 480, 484, 490)</p> <p>Storytime (description p. 60): (Unit 12: pp. 413, 423, 433); (Unit 13: p. 460); and (Unit 14: 488)</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 1. Also available is the <i>Geodes® Level 1 Classroom Library*</i>, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>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, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Foundations® Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards.</p> <p>Introduce New Concepts (Unit 12: pp. 404, 406, 414, 417, and 424) and (Unit 13: pp. 442, 452, and 462)</p> <p>Word of the Day (description p. 56) (Unit 12: pp. 405, 408, 416, 418, 426, and 428); (Unit 13: pp. 444, 454, 456, 464, and 466); and (Unit 14: pp. 485, 492, and 494)</p> <p>Word Talk (description p. 58) (Unit 12: pp. 410, 412, 420, 422, 430, and 432); (Unit 13: pp. 446, 449, 450, 458, and 468); (Unit 14: pp. 486, 496, and 498)</p> <p>Make it Fun (description p. 60) (Unit 12: pp. 409, 419, and 429) and (Unit 13: pp. 447, 457, and 467)</p> <p>Word Play (description p. 60) (Unit 11: pp. 386 and 392); (Unit 13: p. 448); and (Unit 14: pp. 480, 484, and 490)</p> <p>Storytime (description p. 60): (Unit 12: pp. 413, 423, and 433); (Unit 13: p. 460); and (Unit 14: p. 488)</p> <p>Also, the Foundations® Fluency Kit 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1. Foundations® teaches word structure cumulatively and thoroughly across the K–3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Foundations® first teaches a new syllable type in</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>isolation, and then combines it with only other syllable types that have already studied.</p> <p>In grade 1, Foundations® establishes multisyllabic word work with closed-closed and closed-VCe syllable types only. Furthermore, the teaching of the syllable types are more thorough and intentional because Foundations® teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, 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). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.1.3f Read 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 multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6 pp. 196–231) and are included in word resources for all units following for all decoding activities. (See Unit Resources pp. 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.) Suffix -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (See Unit 10 pp. 324–360) and are included in word resources for all units following for all decoding activities (See Unit Resources pp. 397–398, 435–436, 473–474, and 501–502.) Suffix -es is explicitly taught in Unit 13 (See Unit 13 pp. 438–474) and Unit Resources pp. 501–502.) The activities that include decoding words include: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities.</p> <p>Also, students can apply taught skills when using the <i>Foundations</i>® Home Support Pack 1, Fluency Kit 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library*, which provides 64 titles explicitly corresponding to <i>Foundations</i>’ scope and sequence for Level 1.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.1.3g Grade-appropriate irregularly spelled words</p>	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized. These sight words (called Trick Words in Foundations) are taught separately from phonetically regular words. In Level 1 of Foundations®, students learn 107 Trick Words for both quick and automatic recognition and for spelling.</p> <p>During the Teach Trick Words – Reading 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 flash cards during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the Student Notebook.</p> <p>Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 214, and 223); (Unit 7: pp. 240, 249, 258, and 263); (Unit 8: pp. 278 and 288); (Unit 9: pp. 307 and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 376); (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497)</p> <p>Students also practice trick words for automaticity by reading flashcards as a Trick Word Drill during the Drill Sounds/Warm Up activity (Unit 3: pp. 134, 138, 140; and 150); (Unit 4 pp. 158, 162, 166, 168, 172, and 176); (Unit 5: pp. 184, 188, and 192); (Unit 6: pp. 200, 202, 204, 206, 208, 212, 216, 218, 220, 224, 226, and 228); (Unit 7: pp. 237; 238; 242, 250, 252, 254, 256, 260, and 264); (Unit 8: pp. 276, 280, 282, 284, 286, 290, and 292); (Unit 9: pp. 304, 308, 310, 316, and 320); (Unit 10: pp. 330, 336, 340, 346, 350, 352, and 356); (Unit 11: pp. 366, 376, 378, 382, 386, 388, 390, 392, and 394); (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, 430, and 432); (Unit 13: pp. 442, 444, 446, 448, 450, 454, 460, 462, 464, 466, 468, and 470); and (Unit 14: pp. 480, 484, 486, p. 490, 492, 494, 496, and 498)</p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
	<p>The Fluency Kit 1 (included in Teacher’s Kit). includes the opportunity to read Trick Words in isolation, phrases with Trick Words, as well as sentences in connected text Also, available is Geodes® Level 1 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1 including Trick Words.</p>

Reading Standards: Foundational Skills

Fluency

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>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. <i>Foundations</i>® 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. The activity provides practice applying word analysis and fluency strategies to reading controlled stories</p> <p>Storytime (description p. 60): (Unit 3: pp. 141 and 151); (Unit 4: pp. 166 and 176); (Unit 5: p. 192); (Unit 6: p. 209); (Unit 7: pp. 245, 254, and 265); (Unit 8: pp. 282 and 292); (Unit 9: pp. 310 and 320); (Unit 10: pp. 337, 346, and 356); (Unit 11: pp. 375 and 384); (Unit 12: pp. 413 and 423); (Unit 13: p. 460); and (Unit 14: p. 488)</p> <p>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.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>Word of the Day (description p. 56) (Unit 6: pp. 204, 210, 213, 222, and 224); (Unit 10: pp. 329, 332, 340, 343, 349, and 352); (Unit 13: pp. 444, 454, 456, 464, and 466); and (Unit 14: pp. 485, 492, and 494)</p> <p>Additionally, phrasing is modeled and practiced during the Teach Trick Words – Reading activity, with sentences written on sentence frames.</p> <p>Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 214, and 223); (Unit 7: pp. 240, 249, 258, and 263); (Unit 8: pp. 278 and 288); (Unit 9: pp. 307 and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 376), (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497)</p> <p>Foundations® provides Fluency Kits that include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases.</p> <p>Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teacher track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes oral reading fluency measure.</p> <p>The Geodes® Level 1 Classroom Library provides additional decoding and fluency practice.</p> <p>Important Note for Consideration: As a supplemental program Foundations® was designed with the expectation that students would also</p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
	<p>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® Level 1 Classroom Library* which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 1. These books provide students with the opportunity to practice the application of taught decoding skills along with 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.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.1.4a Read Grade-level text with purpose and understanding.	<i>Please see RF.1.4 above.</i>
RF.1.4b Read Grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<i>This indicator is addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts.</i>
RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Please see RF.1.4 above.</i>

Speaking & Listening Standards

Comprehension and Collaboration

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8 pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13 pp. 451, 460, and 470; and Unit 14 p. 489)</p>
<p>SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8 pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13 pp. 451, 460, and 470; and Unit 14 p. 489)</p>
<p>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8 pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13 pp. 451, 460, and 470; and Unit 14 p. 489)</p>
<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8 pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13 pp. 451, 460, and 470; and Unit 14 p. 489)</p>

Speaking & Listening K-5

Presentation of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8 pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13 pp. 451, 460, and 470; and Unit 14 p. 489)</p>
<p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8 pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13 pp. 451, 460, and 470; and Unit 14, p. 489)</p>
<p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>Word of the Day (description p. 56) (Unit 2, pp. 118 and 122; Unit 3, pp. 136, 138, 144, and 150; Unit 4, pp. 162, 170, and 172; Unit 5, p. 186; Unit 6, pp. 204, 210, 213, 222, and 224; Unit 7, pp. 237, 239, 247, 250, 257, and 260; Unit 8, pp. 277, 285, and 290; Unit 9, pp. 304, 309, 315, and 318; Unit 10, pp. 329, 332, 340, 343, 349, and 353; Unit 11, pp. 370, 372, 378, 382, 388, and 393; Unit 13, pp. 456, 453, and 466; and Unit 14 p. 485)</p> <p>Word Talk (description p. 58) (Unit 2, p. 124; Unit 3, pp. 140 and 148; Unit 4, pp. 164 and 174; Unit 5, p. 188; Unit 6, pp. 206, 208, 217, and 226; Unit 7, pp. 242, 244, 252, 262, and 264; Unit 8, pp. 280 and 291; Unit 10, pp. 330, 336, 351, and 354; Unit 11, pp. 374, 380, 390, and 394; Unit 13, pp. 458 and 468; and Unit 14 pp. 486, 496, and 498)</p> <p>Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp. 166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8 pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13, pp. 451, 460, and 470; and Unit 14, p. 489)</p>

Language Standards

Conventions of Standard English

Nevada Standards	Aligned Components of <i>Fundations</i> ®
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>See L.1.1a-f</p>
<p>L.1.1a 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 multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Sky Write/Letter Formation (description p. 50): (Unit 1: pp. 70, 72, 75, 76, 81, 82, 85, 86, 90, 92, 94, and 96)</p> <p>Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. Echo/Letter Formation (description p. 46): (Unit 1: pp. 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, and 97) and (Unit 2: pp. 113 and 115).</p> <p>Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests. Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 26): (Unit 2: pp. 113, 121, and 123), (Unit 3: pp. 135, 139, 143, 147, and 149), (Unit 4: pp. 161, 163, 167, 169, 171, and 175) (Unit 5: pp. 185, 187, 189, and 191), (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227), (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263), (Unit 8: pp. 279, 281, 283, 287, 289, and 291), (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319), (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355), (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393) Dictation/Sentences (description p. 36): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147,</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>and 149); (Unit 4: pp. 161,163, 167; 169; 171, 175); (Unit 5: pp. 185; 187, 189, and191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>The Foundations® Home Support Pack 1 also reinforces letter formation (see pp. 8–21).</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 (p. 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 (e.g., Echo/Letter Formation p. 46 and Sky Write/Letter Formation p. 50), and the Level 1 Teacher’s Kit includes the cue cards for verbalizations for all upper- and lowercase letters. (See the Formation Guides Teacher’s Kit).</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.1.1e</p> <p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p>Introduce New Concepts: (Unit 10 pp. 348; Unit 11 p. 387; and Unit 13, pp. 442 and 445)</p> <p>Word of the Day (description p. 56): (Unit 10 pp. 349 and 354)</p>
<p>L.1.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>See 1.2a–e</p>
<p>L.1.2a</p> <p>Capitalize dates and names of people.</p>	<p>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.</p> <p>Dictation/Sentences: (description p. 36): (Unit 2: pp. 121 and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171 and 175); (Unit 5: pp. 185; 187; 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>The Teach Trick Words-Reading Activity also reinforce the key</p>

Nevada Standards	Aligned Components of <i>Fundations</i> [®]
	<p>elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization.</p> <p>Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 214, and 223); (Unit 7: pp. 240, 249, 258, and 263); (Unit 8: pp. 278 and 288); (Unit 9: pp. 307 and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 376); (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497)</p>
<p>L.1.2b</p> <p>Use end punctuation for sentences.</p>	<p>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.</p> <p>The Dictation Activity requires students to write sentences with attention to punctuation. Dictation/Sentences: (description p. 36): (Unit 2: pp. 121 and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, 495).</p> <p>The Teach Trick Words-Reading Activity also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation.</p> <p>Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 214, and 223); (Unit 7: pp. 240, 249, 258, and 263); (Unit 8: pp. 278 and 288); (Unit 9: pp. 307</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 376); (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497).
<p>L.1.2d</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>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.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191), (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123); (Unit 4: pp. 165 and 173); (Unit 5: p. 189); (Unit 7: pp. 238 and 250); (Unit 8: p. 287); and (Unit 14: pp. 487, 493, 495)</p> <p>Teach Trick Words - Spelling (description p. 54) (Unit 2: pp. 117, 121); (Unit 3: pp. 133, 137, 143, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 215, and 223); (Unit 7: pp. 241, 249, 259, and 263); (Unit 8: pp. 279 and 289); (Unit 9: pp. 307 and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 377); (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481, and 497)</p> <p>Echo/Find Words (description p. 42; 44): (Unit 2: pp. 109 and 117); (Unit 3: pp. 135, 139, and 145); (Unit 4: pp. 159 and 173); (Unit 6: pp. 207, 211, 221, and 227); (Unit 7: pp. 243, 247, 253, and 257); (Unit 8: pp. 281, 285, and 291); (Unit 9: pp. 303, 313, and 319); (Unit 10: pp.</p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
	<p>333, 341, 345, and 349), (Unit 11: pp. 369, 371, 379, 387), (Unit 12: pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491)</p> <p>The Fundations® Home Support Pack 1 activities reinforce encoding skills.</p>
<p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Fundations® 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.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161; 163; 167; 169; 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, and 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123); (Unit 4: pp. 165 and 173); (Unit 5: p. 189); (Unit 7: pp. 238 and 250); (Unit 8: p. 287); and (Unit 14: pp. 487, 493, and 495)</p> <p>Echo/Find Words (description pp. 42; 44): (Unit 2: pp. 109 and 117), (Unit 3: pp. 135, 139, and 145); (Unit 4: pp. 159 and 173); (Unit 6: pp. 207; 211; 221, and 227); (Unit 7: pp. 243, 247, 253, and 257); (Unit 8: pp. 281, 285, and 291); (Unit 9: pp. 303, 313, and 319); (Unit 10: pp. 333, 341, 345, and 349), (Unit 11: pp. 369, 371, 379, and 387); (Unit 12: pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491)</p> <p>The Fundations® Home Support Pack 1 activities reinforce encoding skills.</p>

Language Standards

Knowledge of Language

Nevada Standards	Aligned Components of <i>Foundations</i> ®
L.1.3 <i>Begins in Grade 2</i>	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Language Standards

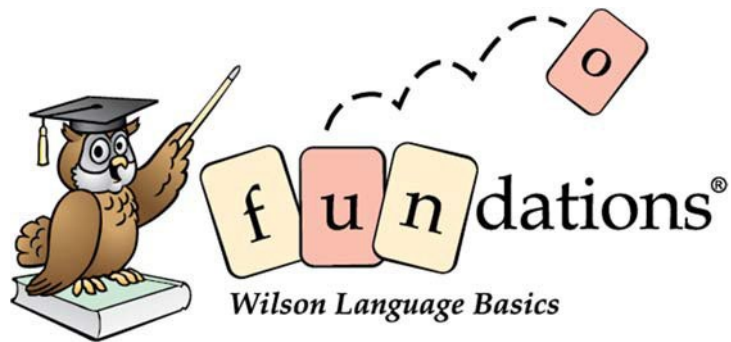
Vocabulary Acquisition and Use

Nevada Standards	Aligned Components of <i>Foundations</i> ®
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	See L.1.4a-e. <i>These indicators are also supported throughout Foundations® activities.</i>
L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<p>Introduce New Concepts: (Unit 10, pp. 341 and 348; Unit 11 p. 387; and Unit 13, pp. 442, 445, 452, 455, 462, and 465)</p> <p>Word of the Day (description p. 56): (Unit 10 pp. 343, 349, and 352; Unit 11 p. 389 and 393; Unit 13, pp. 444, 454, 456, 464, and 466; and Unit 14, pp. 485 and 494)</p> <p>Word Talk (description p. 58) (Unit 13, pp. 446, 449, 450, and 458 and Unit 14, pp. 486, 496, and 498)</p> <p>Word Play (description p. 60) (Unit 13, p. 448 and Unit 14, pp. 482, 484, and 490)</p> <p>Make It Fun (description p. 60) (Unit 13 pp. 457 and 467 and Unit 14 pp. 487, 493, and 495)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.1.4c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>See L.1.5a–d <i>These indicators are also supported throughout Foundations® activities.</i></p>
<p>L.1.5a Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck is a bird that swims; a tiger is a large cat with stripes</i>).</p>	<p><i>Opportunities to teach multiple word meanings in the following activities: Word of the Day (description p. 56) (Unit 2, pp. 118 and 122; Unit 3, pp. 136, 138, 144, and 150; Unit 4, pp. 162, 170, 172; Unit 5, p. 186, Unit 6, pp. 204, 210, 213, 222, and 224 Unit 7, pp. 237, 239, 247, 250, 257, 260, Unit 8, pp. 277, 285, 290, Unit 9, pp. 304, 309, 315, 318, Unit 10, pp. 329, 332, 340, 343, 349, 353, Unit 11, pp. 370, 372, 378, 382, 388, 393, Unit 13, 456, pp. 453, 466, and Unit 14, p. 485)</i></p> <p>Word Talk (description p. 58) (Unit 2, pp. 124, Unit 3, pp. 140, 148, Unit 4, pp. 164, 174, Unit 5, pp. 188, Unit 6, pp. 206, 208, 217, 226, Unit 7, pp. 242, 244, 252, 262, 264, Unit 8, pp. 280, 291, Unit 10, pp. 330 , 336 , 351, 354, Unit 11, pp. 374, 380, 390, 394, Unit 13, pp. 458, 468; and Unit 14, pp. 486, 496, 498)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> [®]
<p>L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck is a bird that swims; a tiger is a large cat with stripes</i>).</p>	<p><i>Opportunities to teach multiple word meanings in the following activities:</i></p> <p>Word of the Day (description p. 56) (Unit 2, pp. 118, 122, Unit 3, pp. 136, 138, 144, 150, Unit 4, pp. 162, 170, 172; Unit 5, p. 186, Unit 6, pp. 204, 210, 213, 222, 224, Unit 7, pp. 237, 239, 247, 250, 257, 260; Unit 8, pp. 277, 285, 290; Unit 9, pp. 304, 309, 315, and 318; Unit 10, pp. 329, 332, 340, 343, 349, and 353; Unit 11, pp. 370, 372, 378, 382, 388, and 393; Unit 13, 456, pp. 453 and 466; and Unit 14, p. 485)</p> <p>Word Talk (description p. 58) (Unit 2, p. 124; Unit 3, pp. 140 and 148; Unit 4, pp. 164 and 174; Unit 5, p. 188; Unit 6, pp. 206, 208, 217, and 226; Unit 7, pp. 242, 244, 252, 262, and 264; Unit 8, pp. 280 and 291; Unit 10, pp. 330, 336, 351, and 354; Unit 11, pp. 374, 380, 390, and 394; Unit 13, pp. 458 and 468; and Unit 14 pp. 486, 496, and 498)</p>
<p>L.1.5c Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>).</p>	<p>Word of the Day (description p. 56) (Unit 2, pp. 118 and 122; Unit 3, pp. 136, 138, 144, and 150; Unit 4, pp. 162, 170, and 172; Unit 5, p. 186; Unit 6, pp. 204, 210, 213, 222, and 224; Unit 7, pp. 237, 239, 247, 250, 257, and 260; Unit 8, pp. 277, 285, and 290; Unit 9, pp. 304, 309, 315, and 318; Unit 10, pp. 329, 332, 340, 343, 349, and 353; Unit 11, pp. 370, 372, 378, 382, 388, and 393; Unit 13, 456, pp. 453, and 466; and Unit 14, p. 485)</p> <p>Word Talk (description p. 58) (Unit 2, p.124; Unit 3, pp. 140 and 148; Unit 4, pp. 164 and 174; Unit 5, p. 188; Unit 6, pp. 206, 208, 217, and 226; Unit 7, pp. 242, 244, 252, 262, and 264; Unit 8, pp. 280 and 291; Unit 10, pp. 330, 336, 351, and 354; Unit 11, pp. 374, 380, 390, and 394; Unit 13, pp. 458 and 468; and Unit 14 pp. 486, 496, and 498)</p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
<p>L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p><i>Fundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>Storytime (description p. 60) (Unit 3, pp. 141 and 151; Unit 4, pp.166 and 176; Unit 5, p. 192; Unit 6, pp. 209 and 218; Unit 7, pp. 245, 254, and 265; Unit 8 pp. 282 and 292; Unit 9, pp. 310 and 320; Unit 10, pp. 337 and 346; Unit 11, pp. 375 and 384; Unit 12, pp. 413, 423, and 433; Unit 13 pp. 451, 460, and 470; and Unit 14, p. 489)</p>



Fundations® LEVEL 2 Program

Alignment to Nevada Academic Content
Standards for English Language Arts,
adopted 2010

Reading Standards for Literature

Key Ideas and Details

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Although <i>Foundations</i>® 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> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 351, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: pp. 477 and 481); and (Unit 17: pp. 500, 505, 507, and 509).</p>
<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>RL.2.3 Describe how characters in a story respond to major events and challenges</p>	<p>Although <i>Foundations</i>® 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> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 351, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409);</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	(Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453; 457, 459, and 461); (Unit 16: pp. 477 and 481); and (Unit 17: pp. 500, 505, 507, and 509).

Reading Standards for Literature

Craft and Structure

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines); supply rhythm and meaning in a story, poem, or song.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Although <i>Foundations</i>® 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> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 351, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: pp. 477 and 481); and (Unit 17: pp. 500, 505, 507, and 509).</p>
<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>

Reading Standards for Literature

Integration of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
RL.2.8 <i>Not applicable to literature.</i>	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories); by different authors or from different cultures.	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.2.10 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Standards for Informational Text

Key Ideas and Details

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Although <i>Foundations</i>® 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> <p>Storytime (description p. 60): (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 2251); and (Unit 9: pp. 295, 196, 300, 303)</p>
<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Although <i>Foundations</i>® 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> <p>Storytime (description p. 60): (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 2251); and (Unit 9: pp. 295, 196, 300, 303)</p>
<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>

Reading Standards for Informational Text

Craft and Structure

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons);to locate key facts or information in a text efficiently.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards for Informational Text

Integration of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works);contribute to and clarify a text.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RI.2.8 Describe how reasons support specific points the author makes in a text.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards: Foundational Skills

Print Concepts

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.2.1 <i>Not applicable at this grade level.</i>	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards: Foundational Skills

Phonological Awareness

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.2.2 <i>Not applicable at this grade level.</i>	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards: Foundational Skills

Phonics and Word Recognition

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.2.3 Know and apply grade–level phonics and word analysis skills in decoding words.	
RF.2.3a Distinguish long and short vowels when reading regularly spelled one–syllable words.	<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. The concept of the long vowel sound is introduced starting in Unit 3 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.</p> <p>(Resources: pp. 140–141, 168–170, 198–200, 226–229, 264–266, 282–284, 310–312, 338–340, 366–368, 384–386, 412–414, 440–442, 468–470, 486–488, and 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 <i>in both single and multisyllabic words.</i></p> <p>Unit 1 Introduction: (p. 70); Unit 3 Introduction: (p. 126); Unit 4 Introduction: (p. 142); Unit 5 Introduction (multisyllabic words): (p. 172); Unit 6 Introduction: (p. 202); Unit 7 Introduction: (p. 230); Unit 10 Introduction: (p. 314); Unit 11 Introduction: (p. 342); Unit 13 Introduction: (p. 388); Unit 14 Introduction: (p. 416); and Unit 15 Introduction:(p. 444).</p> <p>Students must distinguish between long and short vowel sounds in</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>both single and multisyllabic words in the following activities: 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.</p> <p>Dictation/Words (description pp. 30–35): (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Introduce New Concepts: (Unit 4: p. 151) and (Unit 10: p. 321)</p>
<p>RF.2.3b</p> <p>Know spelling–sound correspondences for additional common vowel teams.</p>	<p>In <i>Foundations</i>®, 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>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<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: 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.</p> <p>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); and Unit 16 Introduction (p. 472).</p> <p>Dictation/Sounds (description pp. 28): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); and (Unit 16: pp. 481 and 483)</p> <p>Dictation/Words (description pp. 30–35): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, 437); (Unit 15: pp. 453, 455, 457, 463, and 465); and (Unit 16: pp. 481, 483)</p> <p>Dictation/Sentences (description pp. 38–39): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: pp. 323, 325, 327, 333, 335); (Unit 11: pp. 351, 353, 355; pp. 361, 363); (Unit 12: pp. 379, 381); (Unit 13: pp. 397, 399, 401, 407, 409); (Unit 14: pp. 425, 427, 429, 433, 435, 437); (Unit 15: pp. 453, 455, 457, 463, 465); and (Unit 16: pp. 481, 483)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>Drill Sounds/Warm-Up (description pp. 40–41): (Unit 10: pp. 318, 320, 322, 324, 326, 328, 330, 332, 334, 336); (Unit 11: pp. 346, 348, 350, 352, 354, 356, 358, 360, 362, 364); (Unit 12: pp. 374, 376, 378, 380, 382); (Unit 13: pp. 392, 394, 396, 398, 400, 402, 404, 406, 408, 410); (Unit 14: pp. 420, 422, 424, 426, 428, 430, 432, 434, 436, 438); (Unit 15: pp. 448, 450, 452, 454, 456, 458, 460, 462, 464, 466); (Unit 16: pp. 476, 478, 480, 482, 484)</p> <p>Echo/Find Letters (description pp. 42–43): (Orientation: p. 65); (Unit 10: p. 331); (Unit 13: p. 405); (Unit 14: p. 431); and (Unit 15: p. 461)</p> <p>Echo/Find Words (description pp. 44–49): (Unit 10: p. 331); (Unit 13: p. 405); (Unit 14: p. 431); and (Unit 15: pp. 461)</p> <p>Introduce New Concepts: (Unit 10: pp.318, 321, 322, and 329); (Unit 11: pp. 346, 349, 350, 356, and 358); (Unit 12: pp. 374 and 377); (Unit 13: pp. 392, 395, 397, and 405); (Unit 14: pp. 420 and 423); (Unit 15: pp. 448 and 451); and (Unit 16: pp. 476 and 479)</p> <p>Word of the Day (description pp. 56–57): (Unit 10: pp. 320, 324, 330, 334); (Unit 11: pp. 348, 352, 359, 360); (Unit 12: pp. 378 and 380); (Unit 13: pp. 396, 399, 402, 406); (Unit 14: pp. 426, 430, and 434); (Unit 15: pp. 450, 454, 459, and 462); and (Unit 16: pp. 478 and 480)</p> <p>Word Talk (description pp. 58–59): (Unit 10: pp. 326 and 336); (Unit 11: pp. 354, 362, and 364); (Unit 12: p. 382); (Unit 13: pp. 400 and 410); (Unit 14: pp. 429, 437, and 438); (Unit 15: pp. 452, 456, 464, and 466); and (Unit 16: p. 484)</p> <p>Make It Fun (description p. 60): (Unit 10: pp. 323 and 332); (Unit 11: p. 361); (Unit 12: p. 379); (Unit 13: pp. 401 and 407); (Unit 14: p. 424); and (Unit 15: p. 463).</p> <p>Also, students have the opportunity to apply taught skills when using the <i>Foundations</i>® Fluency Kit 2 included in the Teacher’s Kit). Also available is the <i>Geodes</i>® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to <i>Foundations</i>’ scope and sequence for Grade 2.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.2.3c</p> <p>Decode regularly spelled two-syllable words with long vowels.</p>	<p>In Foundations®, word analysis strategies for phonetically regular words (including syllable division); are taught sequentially and cumulatively based on the six syllable types. 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 multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts pp. 176–178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Syllable rules, <i>including but not limited to two-syllable words with long vowel sounds</i>, are directly addressed in: Unit 5, 6, 7 Introductions: (pp. 172, 202, and 230).</p> <p>Introduce New Concepts: (Unit 5: pp. 176–177); (Unit 6: p. 217); (Unit 7: p. 240); and (Unit 8: p. 273)</p> <p>Word of the Day (description pp. 56–57): (Unit 5: pp. 180 and 184); (Unit 6: pp. 218 and 220); (Unit 7: pp. 242, 246, and 248); (Unit 8: p. 278); (Unit 9: p. 306); (Unit 10: pp. 330 and 334); (Unit 11: p. 359); (Unit 12: p. 380); (Unit 13: p. 402); (Unit 14: pp. 430 and 434); (Unit 15: p. 459); and (Unit 17: pp. 496, 498, 506, and 510)</p> <p>Word Talk (description pp. 58–59): (Unit 6: p. 224); (Unit 7: pp. 250, 252, 260, and 262); (Unit 8: p. 280); (Unit 9: pp. 298 and 308); (Unit 10: pp. 326 and 336); (Unit 11: pp. 354, 362, and 364); (Unit 12: p. 382); (Unit 13: pp. 400 and 410); (Unit 14: pp. 429, 437, and 438); (Unit 15: pp. 452, 456, 464, and 466); (Unit 16: p. 484); and (Unit 17: pp. 503 and 512)</p> <p>Make It Fun (description p. 60): (Unit 5: p. 187); (Unit 6: p. 221); and (Unit 15: p. 463)</p> <p>Storytime (description p. 60): (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276);</p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
	<p>(Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 351, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453; 457, 459, and 461); (Unit 16: pp. 477 and 481); (Unit 17: pp. 500, 505, 507, and 509).</p> <p>Also, students have the opportunity to apply taught skills when using the <i>Fundations</i>® Fluency Kit 2 included in the Teacher's Kit). Also available is the <i>Geodes</i>® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to <i>Fundations</i>' scope and sequence for Grade 2.</p>
<p>RF.2.3d</p> <p>Decode words with common prefixes and suffixes.</p>	<p><i>Fundations</i>® 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 Unit 4 Introduction: pp. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (Resources: pp. 168–170; 198–200; 226–229; 264–266; 282–284; 310–312; 338–340; 366–368; 384–386; 412–414; 440–442; 468–470; 486–488; and 514–516).</p> <p>Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities.</p> <p>Also, students have the opportunity to apply taught skills when using the <i>Fundations</i>® Fluency Kit 2 included in the Teacher's Kit). Also available is the <i>Geodes</i>® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to <i>Fundations</i>' scope and sequence for Grade 2.</p>
<p>RF.2.3e</p> <p>Identify words with inconsistent but common spelling–sound correspondences.</p>	<p>Students learn to identify words with inconsistent but common letter–sound correspondences when they learn both closed and vowel–consonant–e syllable exceptions. Unit 3 Introduction (p. 126); Unit 6 Introduction (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>between regular and inconsistent letter–sound correspondences in both single and multisyllabic words in the following activities: 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.</p> <p>Dictation/Words (description pp. 30–35): (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 3: pp. 135 and 37); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Introduce New Concepts: (Unit 4: p. 151); (Unit 10: p. 321); (Unit 13: p. 395); and (Unit 15: p. 451)</p> <p>Echo/Find Words (description pp. 44–49): (Unit 3: p. 133); (Unit 7: pp. 241, 247, and 255); (Unit 9: p. 303); (Unit 10: p. 331); (Unit 13: p. 405); (Unit 14: p. 431); (Unit 15: p. 461); and (Unit 17: p. 509)</p> <p>Word of the Day (description pp. 56–57): (Unit 3: pp. 135 and 138); (Unit 4: pp. 150, 152, 159, and 160); (Unit 5: pp. 180, 184, 190, and 193); (Unit 6: pp. 208, 215, 218, and 220); (Unit 7: pp. 236, 242, 246, 248, 257, and 258); (Unit 10: pp. 320, 324, 330, and 334); (Unit 11: pp.</p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
	<p>348, 352, 359, and 360); (Unit 13: pp. 396, 399, 402, and 406); and (Unit 15: p. 459)</p> <p>Word Talk (description pp. 58–59): (Unit 4: pp. 157 and 166); (Unit 5: pp. 186 and 196); (Unit 6: p. 224); (Unit 7: pp. 250, 252, 260, and 262); (Unit 8: p. 280); (Unit 9: pp. 298 and 308); (Unit 10: pp. 326 and 336); (Unit 11: pp. 354, 362, and 364); (Unit 12: p. 382); (Unit 13: pp. 400 and 410); (Unit 14: pp. 429, 437, and 438); (Unit 15: pp. 452, 456, 464, and 466); (Unit 16: p. 484); and (Unit 17: pp. 503 and 512)</p> <p>Make It Fun (description p. 60): (Unit 3: p. 135); (Unit 4: p. 163); (Unit 5: pp. 187 and 193); (Unit 6: pp. 214 and 221); (Unit 7: pp. 239, 249, and 259); (Unit 10: pp. 323 and 332); (Unit 11: p. 361); (Unit 13: pp. 401 and 407); and (Unit 15: p. 463).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 included in the Teacher's Kit). Also available is the Geodes® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations' scope and sequence for Grade 2.</p>
<p>RF.2.3f</p> <p>Recognize and read grade–appropriate irregularly spelled words.</p>	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations); are taught as words to be automatically recognized. High frequency irregular sight words are taught for automatic recognition as they do not follow regular letter–sound correspondences. High frequency words with unlearned regular patterns are taught for automatic recognition for reading and spelling to allow students access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 Foundations® students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006).</p> <p>Review Trick Words: (Unit 1: pp. 86 and 88)</p> <p>Teach Trick Words (description pp. 54–55): (Unit 2: pp. 103 and 113); (Unit 3: p. 133); (Unit 4: pp. 151 and 159); (Unit 5: pp. 178 and 191); (Unit 6: pp. 207 and 217); (Unit 7: pp. 235, 244, and 254); (Unit 8: p.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>273); (Unit 9: pp. 290 and 301); (Unit 10: pp. 319 and 329); (Unit 11: pp. 347 and 357); (Unit 12: p. 375); (Unit 13: pp. 393 and 403); (Unit 14: pp. 421 and 431); (Unit 15: pp. 449 and 458); (Unit 16: p. 477); and (Unit 17: p. 495)</p> <p>Trick Word Practice (description pp. 54–55): (Unit 1: p. 90); (Unit 2: pp. 110 and 116); (Unit 3: p. 137); (Unit 4: pp. 154 and 164); (Unit 5: pp. 182, 185, and 192); (Unit 6: pp. 215 and 222); (Unit 7: pp. 237, 238, 243, 247, 253, 256, 259, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 293, 297, 299, 304, and 307); (Unit 10: pp. 325, 331, and 335); (Unit 11: pp. 349, 353, 355, 359, and 363); (Unit 12: pp. 377 and 381); (Unit 13: pp. 394, 404, and 408); (Unit 14: pp. 422, 428, 433, and 436); (Unit 15: pp. 455, 460, and 465); (Unit 16: pp. 479, 482) and (Unit 17: pp. 497, 502, and 511)</p> <p>Dictation/Trick Words (description pp. 36–37): (Unit 1: pp. 87 and 89); (Unit 2, 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Also, students have the opportunity to apply taught skills when using the <i>Foundations</i>® Fluency Kit 2 included in the Teacher’s Kit). Also available is the <i>Geodes</i>® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to <i>Foundations</i>’ scope and sequence for Grade 2.</p>

Reading Standards: Foundational Skills

Fluency

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>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.</p> <p>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.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, 2251); (Unit 8: p. 276); (Unit 9: pp. 295, 196, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); (Unit 17: pp. 500, 505, 507, and 509).</p> <p>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.</p> <p>Word of the Day (description p. 56): (Unit 4: pp. 150, 152, 159, and 160); (Unit 5: pp. 180, 184, 190, and 193); (Unit 6: pp. 215, 218, and 220); (Unit 7: pp. 257 and 258); (Unit 8: pp. 274 and 278); (Unit 9: pp. 292, 294, 302, and 306); (Unit 10: pp. 320, 324, 330, and 334); (Unit 11:</p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
	<p>pp. 348, 352, 359, and 360); (Unit 12: pp. 378 and 380); (Unit 13: pp. 396, 399, 402, and 406); (Unit 14: pp. 426, 430, and 434); (Unit 15: pp. 450, 454, 459, and 462); (Unit 16: pp. 478 and 480); and (Unit 17: pp. 496, 498, 504, 506, and 510).</p> <p>Also, students have the opportunity to apply taught skills when using the <i>Fundations</i>® Fluency Kit 2 included in the Teacher's Kit). Also available is the <i>Geodes</i>® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to <i>Fundations</i>' scope and sequence for Grade 2..</p> <p><i>Important Note for Consideration:</i> As a supplemental program <i>Fundations</i>® 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 <i>Geodes</i>® Level 2 Classroom Library* which provides 64 titles explicitly corresponding to <i>Fundations</i>' scope and sequence for Grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with <i>Fundations</i>® scope and sequence along with <i>Fundations</i>® 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.</p>
<p>RF.2.4a</p> <p>Read grade–level text with purpose and understanding.</p>	<p><i>Fundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>RF.2.4b</p> <p>Read grade–level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><i>Fundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>RF.2.4c</p> <p>Use context to confirm or self–correct word recognition and understanding, rereading as necessary.</p>	<p><i>Fundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>

Writing Standards

Text Types and Purposes

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>); to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.</p> <p>Storytime (description p. 60): (Unit 4: p. 165); (Unit 11: p. 357); and (Unit 14: p. 435)</p>
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>
<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.</p> <p>Storytime (description p. 60): (Unit 2: p. 117); (Unit 10: p. 333); (Unit 13: p. 409); (Unit 15: p. 461); and (Unit 17: p. 509)</p>

Writing Standards

Production and Distribution of Writing

Nevada Standards	Aligned Components of <i>Foundations</i> ®
W.2.4 <i>Begins in Grade 3</i>	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Writing Standards K–5

Research to Build and Present Knowledge

Nevada Standards	Aligned Components of <i>Foundations</i> ®
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<p>Although <i>Foundations</i>® is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.</p> <p>Storytime (description p. 60): (Unit 2: p. 117); (Unit 6: p. 223); (Unit 9: p. 303); (Unit 13: p. 409); and (Unit 17: p. 509)</p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
W.2.9 <i>Begins in Grade 4</i>	<i>Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.2.10 <i>Begins in Grade 3</i>	<i>Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Speaking & Listening Standards

Comprehension and Collaboration

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>SL.2.1 Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27–60. See Introduction pages 1–26. The Storytime activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 196, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Materials.</p>
<p>SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section (pages 27–60) and Introduction (pages 1–26).</p> <p>The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 196, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Materials</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><i>All</i> lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27–60. See Introduction pages 1–26.</p> <p>The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 196, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Materials</p>

Speaking & Listening K–5

Presentation of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Although <i>Foundations</i>® 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> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 351, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: pp. 477 and 481); and (Unit 17: pp. 500, 505, 507, and 509)</p>
<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>While audio recordings are not conducted, students do create drawings/visual displays to recount the story and use those to orally retell stories.</p> <p>Storytime (description p. 60): (Unit 2: p. 108); (Unit 4: p. 155); (Unit 5: p. 183); (Unit 6: p. 211); (Unit 9: p. 296); (Unit 10: p. 327); (Unit 11: p. 351); (Unit 13: p. 398); (Unit 14: p. 427); (Unit 15: p. 457); and (Unit 17: pp. 500 and 505)</p>
<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Although <i>Foundations</i>® is not a comprehensive core/basal program, 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>

Language Standards

Conventions of Standard English

Nevada Standards	Aligned Components of <i>Foundations</i> ®
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
L.2.1a Use collective nouns (e.g., <i>group</i>).	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i>).	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
L.2.1c Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i>).	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Nevada Standards	Aligned Components of <i>Fundations</i> ®
<p>L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p><i>Fundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>See L.2.2a–e below</p>
<p>L.2.2a Capitalize holidays, product names, and geographic names.</p>	<p>Although <i>Fundations</i>® 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>Unit Tests: (Unit 1: p. 93); (Unit 2: p. 121); (Unit 3: p. 139); (Unit 4: p.167); (Unit 5: p. 197); (Unit 6: p. 225); (Unit 7: p. 263); (Unit 8: p. 281); (Unit 9: p. 306); (Unit 10: p. 337); (Unit 11: p. 365); (Unit 12: p. 383); (Unit 13: p. 411); (Unit 14: p. 439); (Unit 15: p. 467); (Unit 16: p. 485); and (Unit 17: p. 513)</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 1: pp. 81, 87, 89, and 91); (Unit 2: pp. 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.2.2b</p> <p>Use commas in greetings and closings of letters.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.2.2c</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.2.2d</p> <p>Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy → boil).</p>	<p>Students learn to segment and spell words in correspondence to decoding patterns.</p> <p>Dictation/Words: (description pp. 30–35): (Unit 1: pp. 87, 89, and 91); (Unit 2: 107, 108, 111, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 260); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 378 and 381); (Unit 13: pp. 397, 399, 404, 401, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 1: pp. 81, 87, 89, and 91); (Unit 2: 107, 109, 111, 115, and 119); (Unit 3: pp.135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Echo/Find Words (description pp. 44-49): (Unit 3: p. 133); (Unit 7: pp. 241, 247, and 255); (Unit 9: p. 303); (Unit 10: p. 331); (Unit 13: p. 405);</p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
	(Unit 14: p. 431); (Unit 15: p. 461); and (Unit 17: p. 509)
<p>L.2.2e</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Students are encouraged to use their Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within four groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups.</p> <p>Word of the Day (description pp. 56–57): (Unit 4: pp. 150, 152, 159, and 160); (Unit 5: pp. 180, 184, 190, and 193); (Unit 6: pp. 215, 218, and 220); (Unit 7: pp. 257 and 258); (Unit 8: pp. 274 and 278); (Unit 9: pp. 292, 294, 302, and 306); (Unit 10: pp. 320, 324, 330, and 334); (Unit 11: pp. 348, 352, 359, and 360); (Unit 12: pp. 378 and 380); (Unit 13: pp. 396, 399, 402, and 406); (Unit 14: pp. 426, 430, and 434); (Unit 15: pp. 450, 454, 459, and 462); (Unit 16: pp. 478 and 480); and (Unit 17: pp. 496, 498, 504, 506, and 510);</p> <p>“Look words up” in Student Notebook Level 2 (description p. 54)</p>

Language Standards

Knowledge of Language

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>See L.2.3a below</p>
<p>L.2.3a Compare formal and informal uses of English.</p>	<p>Unit Tests: (Unit 1: p. 93); (Unit 2: p. 121); (Unit 3: p. 139); (Unit 4: p. 167); (Unit 5: p. 197); (Unit 6: p. 225); (Unit 7: p. 263); (Unit 8: p. 281); (Unit 9: p. 306); (Unit 10: p. 337); (Unit 11: p. 365); (Unit 12: pp. 383); (Unit 13: p. 411); (Unit 14: p. 439); (Unit 15: p. 467); (Unit 16: p. 485); and (Unit 17: p. 513)</p> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Dictation: (Unit 1: pp. 87, 89, and 91); (Unit 2, 107, 108, 111, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 260); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323; pp. 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 378 and 381); (Unit 13: pp. 397, 399, 404, 401, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p>

Language Standards

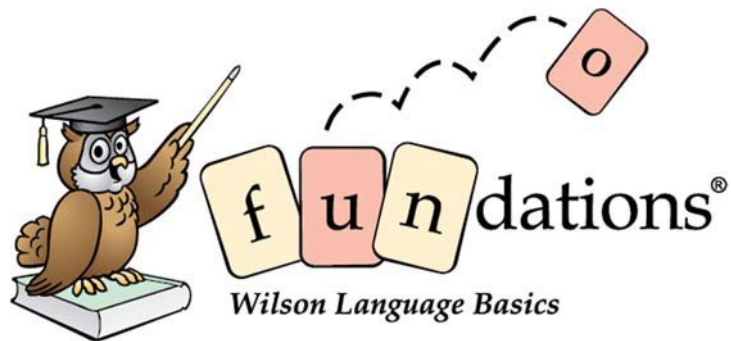
Vocabulary Acquisition and Use

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p>See L.2.4a–e below</p>
<p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Materials.</p>
<p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p>	<p>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 Unit 4 (See Unit 4 pp. 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 Unit 5 (See Unit 5 pp. 172–200); and are included in word resources for all units following for all decoding activities. Affixes –ive is explicitly taught in Unit 6 (See Unit 6 pp. 202–229); and are included in word resources for all units following for all decoding activities. Affixes –y, –ly, –ty are explicitly taught in Unit 7 (See Unit 7 pp. 230–266); and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description pp. 56–57): (Unit 4: pp. 150, 152, 159, and 160); (Unit 5: pp. 180, 184, 190, and 193); (Unit 6: pp. 208, 215, 218, and 220); and (Unit 7: pp. 236, 242, 246, 248, 257, and 258)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>Word Talk (description pp. 58–59): (Unit 4: pp. 157 and 166); (Unit 5: pp. 186 and 196); (Unit 6: p. 224); and (Unit 7: pp. 250, 252, 260, and 262)</p>
<p>L.2.4c</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p>	<p>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 Unit 4 (See Unit 4 pp. 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 Unit 5 (See Unit 5 pp. 172–200); and are included in word resources for all units following for all decoding activities. Affixes –ive is explicitly taught in Unit 6 (See Unit 6 pp.202–229); and are included in word resources for all units following for all decoding activities. Affixes –y, –ly, –ty are explicitly taught in Unit 7 (See Unit 7 pp. 230–266); and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description pp. 56–57): (Unit 4: pp. 150, 152, 159, and 160); (Unit 5: pp. 180, 184, 190, and 193); (Unit 6: pp. 208, 215, 218, and 220); and (Unit 7: pp. 236, 242, 246, 248, 257, and 258)</p> <p>Word Talk (description pp. 58–59): (Unit 4: pp. 157 and 166); (Unit 5: pp. 186 and 196); (Unit 6: p. 224); and (Unit 7: pp. 250, 252, 260, and 262)</p>
<p>L.2.4d</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<p>Introduce New Concepts: (Unit 5: pp. 176–177)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.2.4e</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Students are encouraged to use their Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized); of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups.</p> <p>Word of the Day (description pp. 56–57): (Unit 4: pp. 150, 152, 159, and 160); (Unit 5: pp. 180, 184, 190, and 193); (Unit 6: pp. 215, 218, and 220); (Unit 7: pp. 257 and 258); (Unit 8: pp. 274, 278); (Unit 9: pp. 292; 294, 302, and 306); (Unit 10: pp. 320, 324, 330, and 334); (Unit 11: pp. 348, 352, 359, and 360); (Unit 12: pp. 378 and 380); (Unit 13: pp. 396, 399, 402, and 406); (Unit 14: pp. 426, 430, and 434); (Unit 15: pp. 450, 454, 459, and 462); (Unit 16: pp. 478 and 480); and (Unit 17: pp. 496, 498, 504, 506, 510)</p> <p>“Look Words Up” in Student Notebook Level 2 (description p. 54)</p>
<p>L.2.5</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>See L.2.5a–b below</p>
<p>L.2.5a</p> <p>Identify real–life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 196, 300; and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Fluency Kit 2 Materials</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.2.5b</p> <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>); and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 196, 300; and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Fluency Kit 2 Materials.</p>
<p>L.2.6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 196, 300; and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Fluency Kit 2 Materials.</p>



Foundations® LEVEL 3 Program

Alignment to Nevada Academic Content
Standards for English Language Arts,
adopted 2010

Reading Standards for Literature

Key Ideas and Details

Nevada Standards	Aligned Components of Foundations®
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>
<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>

Reading Standards for Literature

Craft and Structure

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards for Literature

Integration of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RL.3.8 <i>Not applicable to literature.</i>	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards for Informational Text

Key Ideas and Details

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RI.3.3</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>

Reading Standards for Informational Text

Craft and Structure

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RI.3.6 Distinguish their own point of view from that of the author of a text.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards for Informational Text

Integration of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards: Foundational Skills

Print Concepts

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.3.1 <i>Not applicable at this grade level.</i>	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards: Foundational Skills

Phonological Awareness

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF32.2 <i>Not applicable at this grade level.</i>	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Reading Standards: Foundational Skills

Phonics and Word Recognition

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>This indicator is addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts.</i>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>Foundations® explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, beginning in the Bonus Unit (see Bonus Unit Introduction: p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (Resources: pp. 288–291; 316–319; 354–359; 394–398, 434–439; 464–467; 492–496; 522–526; and 552–555).</p> <p>Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: Introduce New Concepts and Make It Fun activities.</p> <p>Introduce New Concepts (description p. 70): (Bonus Unit: pp. 269, 273, 280, 282, and 284–285)</p> <p>Make It Fun (description p.70): (Bonus Unit: pp. 274, 276, and 283)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.3.3b Decode words with common Latin suffixes.</p>	<p>Foundations® explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -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 beginning in Unit 2 (see Unit 2 pp.114–151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations® Level 3 (see Unit 2 pp. 114–151; Unit 4: 70–197, Unit 7: 292–319, Unit 9: 360–399, Unit 10: 400–439, and Unit 12: 468–496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all decoding activities. (Resources: pp. 148–151;166–169; 194–197; 222–224; 260–263; 288–291, 316–319; 354–359; 394–398; 434–439; 464–467; 492–496; 522–526; and 552–555.)</p> <p>Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2: Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun activities.</p> <p>Introduce New Concepts (description p.70) (Unit 2: pp. 118–119, 120–121, 122–123, 125, 126, 129, 131, 133, 139, and 141); (Unit 4: pp. 175, 178–179, 184–185, and 188–189); (Bonus Unit: pp. 269 and 280–281); (Unit 7: pp. 296–297, 298–299, 306–307, and 308); (Unit 8: p. 329); (Unit 9: pp. 376, 384–385, and 388–389); (Unit 10: pp. 426–427); (Unit 12: p. 487); and (Unit 14: pp. 542–543)</p> <p>Word of the Day (description p. 66): (Unit 2: pp. 122, 124, 132, 135, 140, and 142); (Unit 4: pp. 176, 180, 186, and 190); (Unit 5: pp. 206 and 216); (Unit 6: pp. 234, 236, 244, 246, 254, and 257); (Unit 7: pp. 300, 302, 310, and 312); (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350);</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>(Unit 9: pp. 368, 370, 378, 380, and 390); (Unit 10: pp. 407, 410, 418, 420, 428, and 430); (Unit 11: pp. 448, 450, 455, and 460), (Unit 12: pp. 476, 478, 486, and 488); (Unit 13: p. 506, 508, 516, and 518); and (Unit 14: pp. 536, 538, 546, and 548)</p> <p>Word Talk (description p. 68): (Unit 2: pp.128, 136, 138, and 146); (Unit 4: pp. 182 and 192); (Unit 5: pp. 210 and 220); (Unit 6: pp. 238, 248, and 258); (Unit 7: pp. 304, p. 314); (Unit 8: pp. 342 and 352); (Unit 9: pp. 372 and 382); (Unit 10: pp. 422 and 432); (Unit 11: pp. 452 and 462); (Unit 12: pp. 480 and 490); (Unit 13: pp. 510, 514, and 520); and (Unit 14: pp. 540 and 550)</p> <p>Make It Fun (description p.70): (Unit 2: pp. 127, 130, 134, and 144); (Unit 4: pp. 181 and 189); (Unit 7: pp. 305 and 311), (Unit 8: pp. 343 and 351); (Unit 9: p. 392); (Unit 10: p. 431); and (Unit 14: p. 549)</p>
<p>RF.3.3c</p> <p>Decode multisyllable 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 multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts pp. 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. (Resources: pp. 166–169; 194–197; 222–224; 260–263; 288–291; 316–319; 354–359; 394–398; 434–439; 464–467; 492–496; 522–526; and 552–555).</p> <p>Foundations® activities for decoding words with these syllable types include: Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play and Make It Fun activities.</p> <p>Guess Which One (description p. 56): (Unit 3: p. 161); (Unit 4: pp. 177 and 187); (Unit 5: pp. 205 and 213); (Unit 6: p. 233, 243, and 251); (Unit</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>7: pp. 299 and 309); (Unit 8: p. 327, 337, and 387); (Unit 9: pp. 367, 377, and 387); (Unit 10: pp. 407, 417, and 427); (Unit 11: pp. 447 and 457), (Unit 12: pp. 475 and 485); (Unit 13: pp. 503 and 513); and (Unit 14: pp. 533 and 543)</p> <p>Introduce New Concepts (description p. 70) (Unit 3: pp.160–161); (Unit 4: pp. 174–175, 178-179, and 188–189); (Unit 5: pp. 202–203 and 217); (Unit 6: pp. 230–231, 232, 237, 240–241, 250–251, and 255); (Bonus Unit: pp. 269, 270, 273, 280, 282–283, and 284–285); (Unit 7: pp. 296–297, 298–299, 306–307, and 308); (Unit 8: pp. 324–325, 334–335, 336, and 344–345) (Unit 9: pp. 364–365, 368–369, 374, 384–385, and 388–389); (Unit 10: pp. 404–405, 407, 417, 424–425, 426-427, and 429); (Unit 12: pp. 472, 474, 482–483, and 484–485); (Unit 13: pp. 502, 507, and 512–513); and (Unit 14: pp. 532–533 and 542–543)</p> <p>Word of the Day (description p. 66): (Unit 3: p. 162); (Unit 4: pp. 176, 180, 186, and 190); (Unit 5: pp. 206 and 216); (Unit 6: pp. 234, 236, 244, 246, 254, and 257); (Unit 7: pp. 302, 310, and 312); (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350); (Unit 9: pp. 368, 370, 378, 380, and 390); (Unit 10: pp. 410, 418, 420, 428, and 430); (Unit 11: pp. 448, 450, 455, and 460); (Unit 12: pp. 476, 478, 486, and 488); (Unit 13: pp. 506, 508, and 518); and (Unit 14: pp. 536, 538, 546, and 548)</p> <p>Word Talk (description p. 68): (Unit 4: pp. 182 and 192); (Unit 5: pp. 210 and 220); (Unit 6: pp. 238, 248, and 258); (Unit 7: pp. 304 and 314); (Unit 8: pp. 342 and 352); (Unit 9: pp. 372 and 382); (Unit 10: pp. 422 and 432); (Unit 11: pp. 452 and 462); (Unit 12: pp. 480 and 490); (Unit 13: pp. 510, 514, and 520); and (Unit 14: pp. 540 and 550)</p> <p>Make It Fun (description p. 70): (Unit 3: p. 164); (Unit 4: pp. 181 and 189); (Unit 5: pp. 209 and 218); (Unit 6: pp. 249 and 256); (Bonus Unit: pp. 274, 276, and 283); (Unit 7: pp. 305 and 311); (Unit 8: pp. 333, 343, and 351); (Unit 9: pp. 373, 383, and 392); (Unit 10: pp. 412, 423, and 431); (Unit 12: p. 481); (Unit 13: pp. 511 and 517); and (Unit 14: pp. 541</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>and 549)</p> <p>Word Play (description p.70): (Unit 5: p. 208) and (Bonus Unit: p. 278).</p>
<p>RF.3.3d</p> <p>Read grade-appropriate irregularly spelled words.</p>	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called Trick Words in Foundations) are taught as words to be automatically recognized in Foundations® Levels K, 1, and 2. By the end of Level 2, Foundations® students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006).</p> <p>In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the Trick Words activity.</p>

Reading Standards: Foundational Skills

Fluency

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>See RF.3.4a–c below</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>Note: 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.</p> <p>Foundations® uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p. 4).</p> <p>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 Foundations® Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
RF.3.4a Read grade-level text with purpose and understanding.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Writing Standards

Text Types and Purposes

Nevada Standards	Aligned Components of <i>Foundations</i> ®
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	See W.3.1a–d below
W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.1b Provide reasons that support the opinion.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.1c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.1d Provide a concluding statement or section.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	See W.3.2a–d below

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>W.3.2b Develop the topic with facts, definitions, and details.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>W.3.2d Provide a concluding statement or section.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
W.3.2b Develop the topic with facts, definitions, and details.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.2d Provide a concluding statement or section.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
W.3.3c Use temporal words and phrases to signal event order.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.3d Provide a sense of closure.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Writing Standards

Production and Distribution of Writing

Nevada Standards	Aligned Components of <i>Foundations</i> ®
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Writing Standards K–5

Research to Build and Present Knowledge

Nevada Standards	Aligned Components of <i>Foundations</i> ®
W.3.7 Conduct short research projects that build knowledge about a topic.	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
W.3.9 <i>Begins in Grade 4</i>	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking & Listening Standards

Comprehension and Collaboration

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>See SL.3.1a–d below</p> <p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See Learning Activity Overview Section, pages 31–70, and the Introduction, pages 1–30.</p>
<p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>SL.3.1d</p> <p>Explain their own ideas and understanding in light of the discussion.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>
<p>SL.3.2</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>
<p>SL.3.3</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>

Speaking & Listening K–5

Presentation of Knowledge and Ideas

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>SL.3.4</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>
<p>SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>
<p>SL.3.6</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>

Language Standards

Conventions of Standard English

Nevada Standards	Aligned Components of <i>Foundations</i> ®
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
L.3.1b Form and use regular and irregular plural nouns.	Foundations® students learn to form plurals with -s and -es, as well as to form irregular plural nouns. Please see Unit 2 Introduction (p. 114–115) and Introduce New Concepts (Unit 2: p.118).)
L.3.1c Use abstract nouns (e.g., <i>childhood</i>).	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
L.3.1d Form and use regular and irregular verbs.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
L.3.1f Ensure subject-verb and pronoun-antecedent agreement.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.3.1g</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling:</p> <p>Introduce New Concepts (Unit 2: pp. 122, 125, 127, and 131); (Unit 4: pp.178 and 184); (Unit 7: p.308); (Unit 10: p.426); and (Unit 14: p. 542)</p> <p>Word of the Day (Unit 4: pp.176, 180, 186, and190); (Unit 7: pp. 300, 302, 310, and 312); (Unit 9: pp. 368, 370, 378, 380, and 390); (Unit 10: pp.407, 410, 418, 420, 428, and 430); and (Unit 14: pp. 536, 538, 546, and 548)</p> <p>Word Talk (Unit 4: pp.182 and 192); (Unit 5: pp. 210 and 220); (Unit 6: pp. 238, 248, and 258); (Unit 7: pp. 304 and 314); (Unit 8: pp. 242 and 252); (Unit 9: pp. 373 and 382); (Unit 10: pp.422 and 432); (Unit 11: pp. 452 and 462); (Unit 12: pp. 480 and 490) (Unit 13: pp. 510 and 520); and (Unit 14: pp.540 and 550)</p>
<p>L.3.1h</p> <p>Use coordinating and subordinating conjunctions.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>
<p>L.3.1i</p> <p>Produce simple, compound, and complex sentences.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>
<p>L.3.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>See L.3.1a–g below</p>
<p>L.3.2a</p> <p>Capitalize appropriate words in titles.</p>	<p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p>

Nevada Standards	Aligned Components of <i>Fundations</i> ®
<p>L.3.2b</p> <p>Use commas in addresses.</p>	<p><i>Fundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.3.2c</p> <p>Use commas and quotation marks in dialogue.</p>	<p><i>Fundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.3.2d</p> <p>Form and use possessives.</p>	<p><i>Fundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.3.2e</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>In <i>Fundations</i>®, 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 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters. <i>Fundations</i>® activities for encoding words with these syllable types include: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts, and Make It Fun.</p> <p>For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>a time, which simplifies the task of spelling longer words. Also, Foundations® systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2, and 3.</p> <p>Dictation/Words (description p. 34, 36, 38): (Orientation: pp. 81 and 83); (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 133, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207, 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333; p.337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11: pp. 449, 451, 453, 459, and 461); (Unit 12: p. 477, 479, 481, 489), (Unit 13: pp. 507, 509, 511, 517, and 519); and (Unit 14: pp. 535, 537, 539, 541, 545; 547, and 549)</p> <p>Dictation/Sentences (description p. 42): (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207; 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, p.373, 377, 381, 383, 387, 389, and 391); (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11: pp. 449, 451, 453, 459, and 461); (Unit 12: pp. 477, 479, 481, and 489), (Unit 13: pp. 507, 509, 511, 517, and 519); and (Unit 14: pp. 535, 537, 539, 541, 545; 547, and 549)</p> <p>Echo/Find Words (description pp. 48, 50, and 52): (Orientation p. 79); (Unit 4: p. 185); (Unit 5: p. 215); (Bonus Unit: pp. 268 and 279); (Unit 9: p. 379); (Unit 10: p. 419); (Unit 11: pp. 449 and 459); (Unit 12: p. 475); and (Unit 13: p. 505)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81); (Unit 1: pp. 95 and 101); (Unit 2: pp. 123, 133, and 141); (Unit 3: p. 161); (Unit 4: pp. 177 and 187); (Unit 5: pp. 205 and 213); (Unit 6: pp. 233, 243, and 251);</p>

Nevada Standards	Aligned Components of <i>Foundations</i> [®]
	<p>(Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387); (Unit 9: pp. 367, 377, and 387); (Unit 10: pp. 407, 417, and 427); (Unit 11: pp. 447 and 457); (Unit 12: pp. 475 and 485); (Unit 13: pp. 503 and 513); and (Unit 14: pp. 533 and 543)</p> <p>Introduce New Concepts (description p. 70): (Unit 1: p. 105); (Unit 3: p. 157, 158–159, and 162); (Unit 4: pp. 175, 178–179, and 184–185); (Unit 5: pp. 204–205 and 212–213); (Unit 6: pp. 234–235, 242, and 252); (Bonus Unit: pp. 271, 273, and 283); (Unit 7: pp. 296–297, 298–299, and 308); (Unit 8: pp. 326, 328–329, and 346–347); (Unit 9: pp. 366–367, 375, 376–377, 386, and 388–389); (Unit 10: pp. 406, 408–409, 414–415, 416, and 426–427); (Unit 11: pp. 444–445, 446–447, and 457); (Unit 12: pp. 473, 485, and 486–487); (Unit 13: pp. 504 and 515); and (Unit 14: pp. 534–535 and 544–545)</p> <p>Make It Fun (description p. 70): (Unit 2: pp. 127 and 144); (Unit 4: pp. 181 and 189); (Unit 5: p. 209); (Bonus Unit: pp. 274, 276, 283, 285, and 286); (Unit 7: p. 311); (Unit 8: pp. 333 and 343); (Unit 8: pp. 333, 343, and 351); (Unit 9: pp. 373, 383, and 392); (Unit 10: pp. 412, 423, and 431); (Unit 11: pp. 453 and 463); (Unit 12: pp. 481, 487, and 491); (Unit 13: p. 517), and (Unit 14: p. 549).</p> <p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called Trick Words in Foundations) are taught as words to be automatically recognized in Foundations[®] Levels K, 1, and 2. By the end of Level 2, Foundations[®] students are prepared to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and there is an option for supplemental support with the Trick Words activity (description p. 64–65).</p> <p>Dictations/Sound Alike & Trick Words (description p. 40): (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 133, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191);</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>(Unit 5: pp. 205, 207; 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275 and 277); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11: pp. 449, 451, 453, 459, and 461); (Unit 12: pp. 477, 479, 481, and 489); (Unit 13: pp. 507, 509, 511, 517, and 519); and (Unit 14: pp. 535, 537, 539, 541, 545; 547, and 549)</p> <p>Dictation/Sentences (description p. 42): (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207, 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11: pp. 449, 451, 453, 459, and 461); (Unit 12: pp. 477, 479, 481, and 489); (Unit 13: pp. 507, 509, 511, 517, and 519); and (Unit 14: pp. 535, 537, 539, 541, 545; 547, and 549).</p>
<p>L.3.2f</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>In Foundations®, 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 3, students learn to encode all six syllable types: closed, vowel-consonant- e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations® activities for encoding words with these syllable types include: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun.</p> <p>For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>Also, Foundations® systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2, and 3.</p> <p>Dictation/Words (description pp. 34, 36, and 38): (Orientation: pp. 81 and 83); (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 133, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207; 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11: pp. 449, 451, 453, 459, and 461); (Unit 12: pp. 477, 479, 481, and 489); (Unit 13: pp. 507, 509, 511, 517, and 519); and (Unit 14: pp. 535, 537, 539, 541, 545, 547, and 549)</p> <p>Dictation/Sentences (description p. 42): (Unit 1: p. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207; 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11: pp. 449, 451, 453, 459, and 461); (Unit 12: pp. 477, 479, 481, and 489); (Unit 13: pp. 507, 509, 511, 517, and 519); and (Unit 14: pp. 535, 537, 539, 541, 545, 547, and 549)</p> <p>Echo/Find Words (description pp. 48, 50, and 52): (Orientation p. 79); (Unit 4: p. 185); (Unit 5: p. 215); (Bonus Unit: pp. 268 and 279); (Unit 9: p. 379); (Unit 10: p. 419); (Unit 11: pp. 449 and 459); (Unit 12: p. 475); and</p>

Nevada Standards	Aligned Components of <i>Foundations</i> [®]
	<p>(Unit 13: p. 505)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: pp. 95 and 101); (Unit 2: p. 123, 133, and 141); (Unit 3: p. 161); (Unit 4: pp. 177 and 187); (Unit 5: pp. 205 and 213); (Unit 6: pp. 233, 243, and 251); (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387); (Unit 9: pp. 367, 377, and 387); (Unit 10: p. 407, 417, and 427); (Unit 11: pp. 447 and 457); (Unit 12: pp. 475 and 485); (Unit 13: pp. 503 and 513); and (Unit 14: p. 533 and 543)</p> <p>Introduce New Concepts (description p. 70): (Unit 1: p. 105) (Unit 3: pp. 157, 158–159, and 162); (Unit 4: pp. 175, 178–179, and 184–185); (Unit 5: pp. 204–205 and 212–213); (Unit 6: pp. 234–235, 242, and 252); (Bonus Unit: pp. 271, 273, and 283); (Unit 7: pp. 296–297, 298–299, and 308); (Unit 8: pp. 326, 328–329, and 346–347); (Unit 9: pp. 366–367, 375, 376–377, 386, 388–389); (Unit 10: pp. 406, 408–409, 414–415, 416, and 426–427); (Unit 11: pp. 444–445, 446–447, and 457); (Unit 12: pp. 473, 485, and 486–487); (Unit 13: pp. 504 and 515); and (Unit 14: p. 534–535 and 544–545)</p> <p>Make It Fun (description p. 70): (Unit 2: pp. 127 and 144); (Unit 4: pp. 181 and 189); (Unit 5: p. 209); (Bonus Unit: pp. 274, 276, 283, 285, and 286); (Unit 7: p. 311); (Unit 8: pp. 333 and 343); (Unit 8: pp. 333, 343, and 351); (Unit 9: pp. 373, 383, and 392); (Unit 10: pp. 412, 423, and 431); (Unit 11: pp. 453 and 463); (Unit 12: pp. 481, 487, and 491); (Unit 13: p. 517); and (Unit 14: p. 549).</p>
<p>L.3.2g</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Students add the Word of the Day 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 learn word structure, they learn the meaning of words with</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section.</p> <p>This occurs during the Guess Which One activity in all Units. Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. (See Introduce New Concepts: (Unit 5: p. 214-215, 217) and Make It Fun: (Unit 5: p. 218); (Unit 10: pp. 412 and 423); (Unit 13: p. 517); and (Unit 14: p. 549))</p> <p>Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Foundations® classroom posters, Cursive Writing Desk Strips, etc. (Foundations® Introduction – Skills Taught in Foundations: pp. 4, 5, and 8) (Foundations® Introduction – Student Success: p. 11)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: pp. 95 and 101); (Unit 2: pp. 123, 133, and 141); (Unit 3: p. 161); (Unit 4: pp. 177 and 187); (Unit 5: pp. 205 and 213); (Unit 6: pp. 233, 243, and 251), (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387), (Unit 9: pp. 367, 377, and 387); (Unit 10: pp. 407, 417, and 427); (Unit 11: pp. 447 and 457); (Unit 12: pp. 475 and 485); (Unit 13: p. 503 and 513); and (Unit 14: pp. 533 and 543)</p> <p>Word of the Day (description p. 66): (Unit 1: pp. 94, 96, 101, and 106); (Unit 2: pp. 122, 124, 132, 135, 140, and 142); (Unit 3: p. 162); (Unit 4: pp. 176, 180, 186, and 190); (Unit 5: pp. 206 and 216); (Unit 6: pp. 234, 236, 244, 246, 254, and 257); (Unit 7: pp. 300, 302, 310, and 312); (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350); (Unit 9: pp. 368, 370, 378, 380, and 390); (Unit 10: pp. 407, 410, 418, 420, 428, and 430); (Unit 11: pp. 448, 450, 455, and 460); (Unit 12: pp. 476, 478, 486, and</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	488); (Unit 13: pp. 506, 508, 516, and 518); and (Unit 14: pp. 536, 538, 546, and 548)

Language Standards

Knowledge of Language

Nevada Standards	Aligned Components of <i>Foundations</i> ®
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See L.3.3a–b below
L.3.3a Choose words and phrases for effect.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>
L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Language Standards

Vocabulary Acquisition and Use

Nevada Standards	Aligned Components of <i>Foundations</i> ®
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	See L.3.4a–d below
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.3.4b</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</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 -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, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus.</p> <p>See Bonus Unit (Bonus Unit p. 264-291), Unit 2 (Unit 2 p. 114-151), Unit 4 (Unit 4 p. 170-197) Unit 9 (Unit 9 p. 360-398) Unit 14 (Unit 14 p. 528-555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2: pp. 122, 124, 132, 135, 140, and 142) (Unit 4: pp. 176, 180, 186, and 190) (Unit 9: pp. 368, 370, 378, 380, and 390) (Unit 14: pp. 536, 538, 546, and 548)</p> <p>Word Talk (description p. 68): (Unit 2: pp. 128, 136, 138, and 146); (Unit 4: pp. 182 and 192); (Unit 9: pp. 372 and 382); (Unit 14: pp. 540 and 550)</p>
<p>L.3.4c</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</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 -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, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus.</p> <p>See Bonus Unit (pp. 264–291); Unit 2 (pp. 114–151); Unit 4 (pp. 170–197); Unit 9 (pp. 360–398); and Unit 14 (pp. 528–555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>Word of the Day (description p. 66): (Unit 2: pp. 122, 124, 132, 135, 140, and 142); (Unit 4: pp. 176, 180, 186, and 190); (Unit 9: pp. 368, 370, 378, 380, 390); and (Unit 14: pp. 536, 538, 546, and 548)</p> <p>Word Talk (description p. 68): (Unit 2: pp. 128, 136, 138, and 146); (Unit 4: pp. 182 and 192); (Unit 9: pp. 372 and 382); and (Unit 14: pp. 540 and 550).</p>
<p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Students add the Word of the Day 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 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. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section.</p> <p>This occurs during the Guess Which One activity in all Units. Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. (See Introduce New Concepts: (Unit 5: p. 214-215, 217) and Make It Fun: (Unit 5: p. 218); (Unit 10: pp. 412 and 423); (Unit 13: p. 517); and (Unit 14: p. 549)</p> <p>Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Foundations® classroom posters, Cursive Writing Desk Strips, etc. (Foundations® Introduction – Skills Taught in Foundations: pp. 4, 5, and 8) (Foundations® Introduction – Student Success: p. 11)</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
	<p>Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: pp. 95 and 101); (Unit 2: pp. 123, 133, and 141); (Unit 3: p. 161); (Unit 4: pp. 177 and 187); (Unit 5: pp. 205 and 213); (Unit 6: pp. 233, 243, and 251), (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387); (Unit 9: pp. 367, 377, and 387); (Unit 10: pp. 407, 417, and 427); (Unit 11: pp. 447 and 457); (Unit 12: pp. 475 and 485); (Unit 13: p. 503 and 513); and (Unit 14: pp. 533 and 543)</p> <p>Word of the Day (description p. 66): (Unit 1: pp. 94, 96, 101, and 106); (Unit 2: pp. 122, 124, 132, 135, 140, and 142); (Unit 3: p. 162); (Unit 4: pp. 176, 180, 186, and 190); (Unit 5: pp. 206 and 216); (Unit 6: pp. 234, 236, 244, 246, 254, and 257); (Unit 7: pp. 300, 302, 310, and 312); (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350); (Unit 9: pp. 368, 370, 378, 380, and 390); (Unit 10: pp. 407, 410, 418, 420, 428, and 430); (Unit 11: pp. 448, 450, 455, and 460); (Unit 12: pp. 476, 478, 486, and 488); (Unit 13: pp. 506, 508, 516, and 518); and (Unit 14: pp. 536, 538, 546, and 548)</p>
<p>L.3.5</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>See L.3.5a–c below</p>
<p>L.3.5a</p> <p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>

Nevada Standards	Aligned Components of <i>Foundations</i> ®
<p>L.3.5b</p> <p>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.3.5c</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>
<p>L.3.6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p>