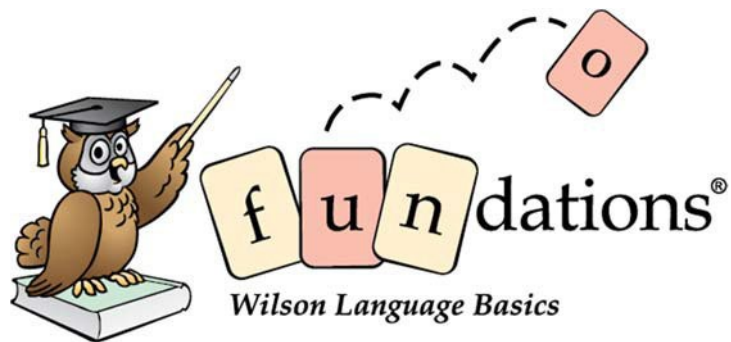# Fundations® LEVELS K-3 Programs

Alignment to the Pennsylvania Standards
for English Language Arts, adopted 2014

Fundations® LEVEL K Program

Alignment to the Pennsylvania Standards for English Language Arts, adopted 2014

Pennsylvania Alignment to Fundations®

Kindergarten

Foundational Skills
- **Book Handling**
- **Print Concepts**
- **Phonological Awareness**
- **Phonics and Word Recognition**
- **Fluency**

Reading Informational Text
- **Key Ideas and Details: Main Idea**
- **Key Ideas and Details: Text Analysis**
- **Craft and Structure: Text Structure**
- **Craft and Structure: Vocabulary**
- **Integration of Knowledge and Ideas: Diverse Media**
- **Integration of Knowledge and Ideas: Evaluating Arguments**
- **Integration of Knowledge and Ideas: Analysis Across Texts**
- **Vocabulary Acquisition and Use**
- **Range of Reading**

Reading Literature
- **Key Ideas and Details: Theme**
- **Key Ideas and Details: Text Analysis**
- **Key Ideas and Details: Literary Elements**
- **Craft and Structure: Point of View**
- **Craft and Structure: Text Structure**
- **Craft and Structure: Vocabulary**
- **Integration of Knowledge and Ideas: Sources of Information**
- **Integration of Knowledge and Ideas: Text Analysis**
- **Vocabulary Acquisition and Use: Strategies**
- **Vocabulary Acquisition and Use**
- **Range of Reading**

Writing
- **Informative/Explanatory**
- **Informative/Explanatory: Focus**
- **Informative/Explanatory: Content**
- **Informative/Explanatory: Organization**
- **Informative/Explanatory: Style**
- **Informative/Explanatory: Conventions of Language**
- **Opinion/Argumentative**
- **Opinion/ Argumentative: Focus**
- **Opinion/ Argumentative: Content**
- **Opinion/ Argumentative: Organization**
- **Opinion/ Argumentative: Conventions of Language**
- **Narrative**
- **Narrative: Focus**
- **Narrative: Content**
- **Narrative: Organization**
- **Narrative: Conventions of Language**
- **Production and Distribution of Writing/Writing Process**
- **Technology and Publication**
- **Conducting Research**
- **Credibility, Reliability, and Validity of Sources**
- **Range of Writing**

Speaking and Listening
- **Comprehension and Collaboration: Collaborative Discussion**
- **Comprehension and Collaboration: Critical Listening**
- **Comprehension and Collaboration: Evaluating Information**
- **Presentation of Knowledge and Ideas: Context**
- **Conventions of Standard English**

Foundational Skills
Book Handling

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.K.A Utilize book handing skills.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Foundational Skills
Print Concepts

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.	
CC.1.1.K.B.1 Follow words from left to right, top to bottom, and page by page.	**Storytime** activities recommend books and direct teachers to discuss print and book awareness such as **Storytime** : (Unit 1, pp. 122, 132, and 182); (Unit 2, pp. 99, 208, and 218); (Unit 3, pp. 285 and 295); (Unit 4, pp. 311 and 321); (Unit 5, pp. 356, 366, 376, 386, 396, and 406); **Make it Fun** (Unit 5, pp. 395 and 405) Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: **Storytime**: (Unit 1: pp. 102 and 162); (Unit 3, p. 275); and (Unit 4, pp. 331 and 341) The *Geodes*® *Level K Classroom Library*, which specifically aligns with the scope and sequence of Fundations provides practice in following words from left to right, top to bottom, and page by page.

Pennsylvania Standards	Aligned Components of *Fundations*®
	Print awareness in Fundations 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, words are separated by print.
	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, 295); (Unit 4, pp. 309, 319, 329, 339); and (Unit 5, pp. 354, 364, 374, 384, 394, 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)
	Additional activities are provided in the Home Support Packet (pp. 16 and 112)
	Geodes® **Level K Classroom Library** aligns with the scope and sequence of Fundations Level K. The routine for The Duet Books includes print awareness. (See **Inside Geodes**® **Level K**, p. 27.)
CC.1.1.K.B.2	Fundations explicitly *demonstrates* that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles)

Pennsylvania Standards	Aligned Components of *Fundations*®
Recognize that spoken words are represented in written language by specific sequences of letters.	demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words. **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; p. 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) **Introduce New Concepts:** (Unit 2 p. 190); (Unit 3: p. 263); (Unit 4: p. 302); and (Unit 5: p. 349) 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, 339); and (Unit 5, pp. 353, 355, 363, 365, 373; p 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) Additional **Make it Fun** activities support the skill of students blending spoken phonemes to form one-syllable words: **Make it Fun:** (Unit 2, pp. 197 and 216); (Unit 3, pp. 253 and 283); and (Unit 4, pp. 327 and 337)

Pennsylvania Standards	Aligned Components of *Fundations*®
	Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes:
	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).
	Additional activities are provided in the **Home Support Packet** (pp. 38, 57, 89, and 95) and online teacher companion resource community called Fundations Learning Community.
CC.1.1.K.B.3 Understand that words are separated by spaces in print.	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:
	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)
	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: p 3.17, 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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)
	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 Packet (p. 31) and the online teacher companion resource community called the Fundations Learning Community. (See **Expert Tips/Ideas** section.)
CC.1.1.K.B.4 Recognize and name all upper- and lowercase letters of the alphabet.	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: **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order,** and **Make it Fun** **Letter-Keyword-Sound (description p. 38):** (Orientation, pp. 56) and (Unit 1, pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, and 174) **Drill Sounds (description p. 30):** (Orientation, pp. 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,

Pennsylvania Standards	Aligned Components of *Fundations*®
	378, 380, 382, 384, 386; p; 388, 390, 392, 394, 396, 398, 400, 402, 404, and 406)
	Echo/Find Letters (description p. 32): (Unit 1, pp. 69, 73, 79, 83, 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)
	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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	Make it Fun (description p. 48): (Unit 1, pp. 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178) 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 Fundations® Learning Community.

Foundational Skills
Phonological Awareness

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
CC.1.1.K.C.1 Recognize and produce rhyming words.	Instruction emphasizing phonological activities such as rhyming is included in Fundations Levels K during the **Make It Fun** and **Storytime** activities. **Make it Fun (description p. 48)**: (Unit 1, pp. 108, 118, and 128), (Unit 2, pp. 206), **Storytime (description p. 48)**: (Unit 1, pp. 112, 122, and 182). Teachers have access to additional phonemic awareness resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
CC.1.1.K.C.2 Count, pronounce, blend, and segment syllables in spoken words.	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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	Teachers have access to additional phonemic awareness resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.)
CC.1.1.K.C.3 Blend and segment onsets and rimes of single-syllable spoken words.	Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. **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) Teachers have access to additional phonemic awareness resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.) Additional activities are provided in the Home Support Packet (pp. 20 and 57).
CC.1.1.K.C.3 Blend and segment onsets and rimes of single-syllable spoken words.	Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. **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) Teachers have access to additional phonemic awareness resources provided in the companion Fundations® Learning Community that is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.) Additional activities are provided in the Home Support Pack K (pp. 20 and 57)
CC.1.1.K.C.4	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**

Pennsylvania Standards	Aligned Components of *Fundations*®
Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) 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. **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, 293); (Unit 4, pp. 309,317, p. 319, 327, 329, 337, 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). Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes: **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) The Fundations® 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). Teachers have access to additional phonemic awareness resources provided in companion learning community Fundations® Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)

Pennsylvania Standards	Aligned Components of *Fundations*®
	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® Level K**, pp. 25, 26, 45, 46, and 56.)

Foundational Skills
Phonics and Word Recognition

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.1.1.K.D.1 Demonstrate basic knowledge of one-to one letter-sound correspondence.	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: **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order,** and **Make it Fun** **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. 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; p; 388, 390, 392, 394, 396, 398, 400, 402, 404, and 406) **Echo/Find Letters (description p. 32):** (Unit 1, pp. 69, 73, 79, 83, 89, 93, 99, 103, 109, 113, 119, 123, 129, 133, 139, 143, 149, 153, 159, 163, 169, 173,

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)
	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)
	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

Pennsylvania Standards	Aligned Components of *Fundations*®
	companion resource community called the Fundations® Learning Community
CC.1.1.K.D.2 Associate the long and short sounds with common spellings for the five major vowels.	In Fundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Fundations® Level K is the closed syllable type and the short vowel sounds. **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, 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; p386, 388, 390, 392, 394, 396, 400, 402, 404, and 406)

Pennsylvania Standards	Aligned Components of *Fundations*®
	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: 195, 209, and 219); (Unit 3, pp. 237, 239, 249, 259, 267, 269, 277, 279, 287, 289); and (Unit 4, pp. 313, 315, 323, 325, 333, 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: p. 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: 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. Refer to (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325).
CC.1.1.K.D.3 Read grade-level high-frequency sight words with automaticity.	Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized, called Trick Words in Fundations. Starting in Unit 3, several trick words are introduced and practiced in the **Teach Trick Words** and **Trick**

Pennsylvania Standards	Aligned Components of *Fundations*®
	Word Practice activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.
	Teach Trick Words (description p. 44): (Unit 3, 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)
	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.
	Additional activities are provided in the **Home Support Pack K** (pp. 81–82, 91, and 100–101). Teachers have access to additional resources provided in a companion learning community, the Fundations® Learning Community, that is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.)
CC.1.1.K.D.4 Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	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.

Pennsylvania Standards	Aligned Components of *Fundations®*
	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)
	Make it Fun: (Unit 2: p. 206) and (Unit 4, pp. 307, 317, 355, 365, and 375)

Foundational Skills
Fluency

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.1.K.E Read emergent-reader text with purpose and understanding.	**Storytime (description p. 48):** (Unit 2, pp. 199, 208, and 218) and (Unit 3, pp. 248, 255, 275, and 285)
	Students also read connected text with prosody and expression in sentences in:
	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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	Students proofread the written sentence which requires students to read connected text.
	Dictation/ Sentences (description p. 28): (Unit 5, pp. 351, 359, 361, 369, 370, 379, 381, 383, 389, 395, and 403)
	Important Note for Consideration: Fundations® 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 that explicitly correspond to the scope and sequence of Fundations for Level K. These Duet Books provide students with the opportunity to practice the application of taught decoding skills aligned with the scope and sequence of Fundations 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.

Reading Informational Text
Key Ideas and Details: Main Idea

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	**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 Informational Text

Key Ideas and Details: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.K.B With prompting and support, answer questions about key details in a text.	**Storytime (description p. 48):** (Unit 1, pp. 72, 92, 102, 112, 122, 132, and 142, 162, 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)
CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	**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); and (Unit 5, pp. 356, 366, 376, 386, and 396)

Reading Informational Text

Craft and Structure: Text Structure

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	**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 Informational Text
Craft and Structure: Vocabulary

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	**Storytime (description p. 48):** (Unit 5, pp. 356, 376, and 396)

Reading Informational Text
Integration of Knowledge and Ideas: Diverse Media

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.	**Storytime (description p. 48):** (Unit 1, pp. 92, 102, 162, and 172); (Unit 3, pp. 265, 275, and 285); and (Unit 4, p. 311)

Reading Informational Text
Integration of Knowledge and Ideas: Evaluating Arguments

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.K.H 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, and 396)

Reading Informational Text
Integration of Knowledge and Ideas: Analysis Across Texts

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	**Storytime (description p. 48):** (Unit 5, pp. 356, 366, 376, 386, 396, and 406)

Reading Informational Text
Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.K.J Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*
CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Informational Text
Range of Reading

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	**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 Literature
Key Ideas and Details: Theme

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.A 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); and (Unit 5, pp. 356, 366, 376, 386, and 396)

Reading Literature
Key Ideas and Details: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.B 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)

Reading Literature
Key Ideas and Details: Literary Elements

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	**Storytime (description p. 48):** (Unit 1, pp. 72, 92, 102, 112, 122, 132, and 142, 162, 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)

Reading Literature
Craft and Structure: Point of View

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.D 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, 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 Literature
Craft and Structure: Text Structure

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.E Recognize common types of text.	**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)

Reading Literature
Craft and Structure: Vocabulary

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.F 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, pp. 199, 208, and 218); and (Unit 3, p. 275)

Reading Literature
Integration of Knowledge and Ideas: Sources of Information

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Literature
Integration of Knowledge and Ideas: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.H 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 Literature
Vocabulary Acquisition and Use: Strategies

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	While the focus of Fundations 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

Reading Literature
Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Literature
Range of Reading

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	**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)

Writing
Informative/Explanatory

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Informative/Explanatory: Focus

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.	Refer to **My Fundations Journal**: (Unit 1, p. 163); (Unit 2, p. 199); and (Unit 4, pp. 341, 367, 387, and 396)

Writing
Informative/Explanatory: Content

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	*Fundations*® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.D Make logical connections between drawing and dictation/writing.	*Fundations*® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory: Style

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	*Fundations*® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.K.F.1 Capitalize the first word in a sentence and the pronoun I.	The following dictation activities have students writing sentences with attention to capitalization and punctuation. **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) 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. **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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	Trick Word Practice (description p. 46): (Unit 3, pp. 255, 265, 275, 285, and 295); (Unit 4, pp. 309, 319, 329, and 339); (Unit 5, pp. 354, 364, 374, 384, 394, and 404)
	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 Fundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)
CC.1.4.K.F.2 Recognize and use end punctuation.	The following dictation activities have students writing sentences with attention to capitalization and punctuation. **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) 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. **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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	Trick Word Practice (description p. 46): (Unit 3, pp. 255, 265, 275, 285, and 295); (Unit 4, pp. 309, 319, 329, and 339); (Unit 5, pp. 354, 364, 374, 384, 394, and 404)
	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 Fundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)
CC.1.4.K.F.3 Spell simple words phonetically.	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.
	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 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)
	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 Fundations® Learning Community. Teachers have access to these

Pennsylvania Standards	Aligned Components of *Fundations®*
	resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)

Writing
Opinion/Argumentative

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	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. **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 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) 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 Fundations® Learning Community. Teachers have access to

Pennsylvania Standards	Aligned Components of *Fundations*®
	these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)

Writing
Opinion/ Argumentative: Focus

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.H Form an opinion by choosing between two given topics.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Opinion/ Argumentative: Content

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.I Support the opinion with reasons.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Opinion/ Argumentative: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.J Make logical connections between drawing and writing.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Opinion/ Argumentative: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.K.L.1 Capitalize the first word in a sentence and the pronoun I.	The following dictation activities have students writing sentences with attention to capitalization and punctuation. **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) The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use

Pennsylvania Standards	Aligned Components of *Fundations*®
	Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.
	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, and 404)
	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 Fundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)
CC.1.4.K.L.2 Recognize and use end punctuation.	The following dictation activities have students writing sentences with attention to capitalization and punctuation.
	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)
	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.

Pennsylvania Standards	Aligned Components of *Fundations*®
	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, and 404)
	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 Fundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)
CC.1.4.K.L.3 Spell simple words phonetically.	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.
	Echo/Find Words (description p. 34): (Unit 3, pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, 289); (Unit 4, pp. 307, 313, 315, 322, 323, 325, 333, 335); and (Unit 5, pp. 349, 359, 361, 369, 391, 401)
	Dictation/Words (description p. 26): (Unit 3, pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, 293); (Unit 4, pp.309, 317, p. 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)
	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)

Pennsylvania Standards	Aligned Components of *Fundations®*
	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)
	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 Fundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)

Writing
Narrative

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Narrative: Focus

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.K.N Establish who and what the narrative will be about.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Narrative: Content

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.O Describe experiences and events.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Narrative: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Narrative: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.K.R.1 Capitalize first word in sentence and pronoun I.	The following dictation activities have students writing sentences with attention to capitalization and punctuation. **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) 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. **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, and 404)

Pennsylvania Standards	Aligned Components of *Fundations*®
	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 Fundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
CC.1.4.K.R.2 Recognize and use end punctuation.	The following dictation activities have students writing sentences with attention to capitalization and punctuation. **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) 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. **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, and 404) Additional activities are provided in the **Home Support Pack K** (pp. 89, 95, and 106–110) and the online teacher companion resource community called

Pennsylvania Standards	Aligned Components of *Fundations*®
	the Fundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
CC.1.4.K.R.3 Spell simple words phonetically.	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. **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, 293); (Unit 4, pp. 309, 317, p. 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 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) 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 Fundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)

Writing
Production and Distribution of Writing/Writing Process

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Technology and Publication

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Conducting Research

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Credibility, Reliability, and Validity of Sources

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Range of Writing

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.K.X Write routinely over short time frames.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Speaking and Listening
Comprehension and Collaboration: Collaborative Discussion

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	**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)

Speaking and Listening

Comprehension and Collaboration: Critical Listening

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**Storytime (description p. 48)**: (Unit 1, pp. 102, 112, 122, 132, 172, and 182); (Unit 2, pp. 199, 208, and 218); and (Unit 3, p. 275)

Speaking and Listening

Comprehension and Collaboration: Evaluating Information

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**Storytime (description p. 48)**: (Unit 1, pp. 102, 112, 122, 132, 172, and 182); (Unit 2, pp. 199, 208, and 218); and (Unit 3, p. 275)
CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Speaking and Listening
Presentation of Knowledge and Ideas: Context

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	**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 4, 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)

Speaking and Listening
Conventions of Standard English

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on Kindergarten level and content.	Fundations 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).

Fundations® LEVEL 1 Program

Alignment to the Pennsylvania Standards
for English Language Arts, adopted 2014

Pennsylvania Alignment to *Fundations*®

Grade 1

Foundational Skills
- **Print Concepts**
- **Phonological Awareness**
- **Phonics and Word Recognition**
- **Fluency**

Reading Informational Text
- **Key Ideas and Details: Main Idea**
- **Key Ideas and Details: Text Analysis**
- **Craft and Structure: Text Structure**
- **Craft and Structure: Vocabulary**
- **Integration of Knowledge and Ideas: Diverse Media**
- **Integration of Knowledge and Ideas: Evaluating Arguments**
- **Integration of Knowledge and Ideas: Analysis Across Texts**
- **Vocabulary Acquisition and Use**
- **Range of Reading**

Reading Literature
- **Key Ideas and Details: Theme**
- **Key Ideas and Details: Text Analysis**
- **Key Ideas and Details: Literary Elements**
- **Craft and Structure: Point of View**
- **Craft and Structure: Text Structure**
- **Craft and Structure: Vocabulary**
- **Integration of Knowledge and Ideas: Sources of Information**
- **Integration of Knowledge and Ideas: Text Analysis**
- **Vocabulary Acquisition and Use: Strategies**
- **Vocabulary Acquisition and Use**
- **Range of Reading**

Writing
- **Informative/Explanatory**
- **Informative/Explanatory: Focus**
- **Informative/Explanatory: Content**
- **Informative/Explanatory: Organization**
- **Informative/Explanatory: Style**
- **Informative/Explanatory: Conventions of Language**
- **Opinion/Argumentative**
- **Opinion/ Argumentative: Focus**
- **Opinion/ Argumentative: Content**
- **Opinion/ Argumentative: Organization**
- **Opinion/ Argumentative: Conventions of Language**
- **Narrative**
- **Narrative: Focus**
- **Narrative: Content**
- **Narrative: Organization**
- **Narrative: Conventions of Language**
- **Production and Distribution of Writing/Writing Process**
- **Technology and Publication**
- **Conducting Research**
- **Credibility, Reliability, and Validity of Sources**
- **Range of Writing**

Speaking and Listening
- **Comprehension and Collaboration: Collaborative Discussion**
- **Comprehension and Collaboration: Critical Listening**
- **Comprehension and Collaboration: Evaluating Information**
- **Presentation of Knowledge and Ideas: Purpose, Audience, and Task**
- **Presentation of Knowledge and Ideas: Context**
- **Conventions of Standard English**

Foundational Skills

Print Concepts

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.	
CC.1.1.1.B.1 Recognize the distinguishing features of a sentence.	Students systematically learn features of a sentence. Beginning concepts of sentence structure are 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. 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. **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) 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 Fundations® students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14. **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,

Pennsylvania Standards	Aligned Components of *Fundations*®
	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) Additional practice in print awareness activities is provided with the stories in the **Fluency Kit 1** and the **Fundations**® **Stories Set 1** books as well as the 64 titles in the **Geodes**® **Level 1 Classroom Library***, which aligns specifically with the scope and sequence of Fundations® Level 1.

Foundational Skills

Phonological Awareness

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
CC.1.1.1.C.1 Distinguish long from short vowel sounds in spoken single-syllable words.	In Fundations®, 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

Pennsylvania Standards	Aligned Components of *Fundations®*
	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) **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) The vowel- consonant-e concept is reinforced in spelling activities including **Echo Find Words, Dictation/Words: 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) 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).
CC.1.1.1.C.2 Count, pronounce, blend, and segment syllables in spoken and written words.	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

Pennsylvania Standards	Aligned Components of *Fundations*®
	into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted orally before students identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which help 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). **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) Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes: **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)
CC.1.1.1.C.3 Orally produce single-syllable words, including consonant blends and digraphs.	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

Pennsylvania Standards	Aligned Components of *Fundations*®
	Dictation Words and **Echo/ Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. Blends are introduced in Level 1 (refer to Unit 8 Introduction, p. 270).
	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 help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.
	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); and (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)
	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); (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)
	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); and (Unit 8, p. 287); (Unit 14, pp. 487, 493, and 495)

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.1.C.4 Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	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. This is conducted orally before students identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which help 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). **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) Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes: **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)

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.1.C.5 Add or substitute individual sounds (phonemes) in one-syllable words to make new words.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Foundational Skills

Phonics and Word Recognition

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.1.1.1.D.1 Identify common consonant diagraphs, final-e, and common vowel teams.	The concept of digraphs was taught in Level K Fundations® 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.) **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, 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,

Pennsylvania Standards	Aligned Components of *Fundations*®
	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, 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, 349); (Unit 11, pp. 369, 371, and 379); (Unit 12, pp. 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, 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) **Word Play (description p. 60):** (Unit 3, p. 134) **Make It Fun (description p. 60):** (Unit 8, p. 287) Additional decoding practice is provided in the **Fundations® Home Support Pack 1**, **Fluency Kit 1**, the **Fundations® Stories Set 1**, and with the 64 books in the **Geodes® Level 1 Classroom Library***, which aligns specifically with the scope and sequence of Fundations® Level 1

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.1.D.2 Decode one and two-syllable words with common patterns.	In Fundations®, 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. Fundations® activities that include decoding words with these syllable types include: **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 and 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) **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) **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, and 468); and (Unit 14, pp. 486; 496, and 498)

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)

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)

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)

Fundations® 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.

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 |

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)

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.

Fundations® 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 *Fundations*® 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.

Introduce New Concepts: (Unit 12, pp. 404, 406, 414, 417, and 424) and (Unit 13, pp. 442, 452, and 462)

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)

Word Talk (description p. 58): (Unit 12, pp. 410, 412, 420, 422, 430, 432); (Unit 13, pp. 446, 449, 450, 458, and 468); and (Unit 14, pp. 486, 496, and 498)

Make it Fun (description p. 60): (Unit 12, pp. 409, 419, and 429) and (Unit 13, pp. 447, 457, and 467) |

Pennsylvania Standards	Aligned Components of *Fundations®*
	Word Play (description p. 60): (Unit 11, pp. 386 and 392); (Unit 13, p. 448); and (Unit 14, pp. 480, 484, and 490)
	Storytime (description p. 60): (Unit 12, pp. 413, 423, and 433); (Unit 13: p. 460); and (Unit 14: p. 488)
	Also, the **Fundations® Fluency Kit 1** and **Fundations® Stories Set 1** (included in Teacher's Kit). Also available is the **Geodes® Level 1 Classroom Library***, which aligns specifically with the scope and sequence of Fundations® Level 1.
	Fundations® 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. Fundations® first teaches a new syllable type in isolation, and then combines it with only other syllable types that have already studied. In grade 1, Fundations® establishes multisyllabic word work with closed- closed and closed-VCe syllable types only.
	Furthermore, the teaching of the syllable types is more thorough and intentional because Fundations® 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
CC.1.1.1.D.3 Read grade-level words with inflectional endings.	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

Pennsylvania Standards	Aligned Components of *Fundations®*
	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.). The suffix **-es** is explicitly taught in **Unit 12** (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.
	Also, students can apply taught skills when using the **Fundations® Home Support Pack 1**, **Fluency Kit 1,** and **Fundations® Stories Set 1** (all included in Teacher's Kit). Also available is the **Geodes® Level 1 Classroom Library***, which aligns specifically with the scope and sequence of Fundations® Level 1.
CC.1.1.1.D.4 Read grade-appropriate irregularly spelled words.	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 Fundations) are taught separately from phonetically regular words. In Level 1 of Fundations®, students learn 107 Trick Words for both quick and automatic recognition and for spelling.
	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**.
	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);

Pennsylvania Standards	Aligned Components of *Fundations*®
	(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) 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, 490, 492, 494, 496, and 498) The **Fluency Kit 1** (included in Teacher's Kit). includes the opportunity to read Trick Words in isolation, phrases, and sentences in connected text. Also, the **Geodes**® **Level 1 Classroom Library*** is available; it aligns specifically with the scope and sequence of Fundations® Level 1.

Foundational Skills

Fluency

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.1.E Read with accuracy and fluency to support comprehension	
CC.1.1.1.E.1 Read on-level text with purpose and understanding.	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. Fundations® 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. **Storytime (description p. 60):** (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the **Word of the Day** activity. **Word of the Day (description p. 56)** (Unit 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) Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames. **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, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497) Fundations® 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. 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 teachers track progress on the Recording Form including reading text orally with expression. The **Progress Monitoring Tool** also includes oral reading fluency measure. **Fundations® Stories Set 1** (included in Teacher's Kit), the **Books to Remember Set 1**, and **Geodes® Classroom Library 1** (distributed by Wilson Language Training®) provide additional decoding and fluency practice.

Pennsylvania Standards	Aligned Components of Fundations®
CC.1.1.1.E.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	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. Fundations® 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. **Storytime (description p. 60):** (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 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) *Prosody:* The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the **Word of the Day** activity. **Word of the Day (description p. 56)** (Unit 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) Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames.

Pennsylvania Standards	Aligned Components of *Fundations*®
	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, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)
	Fundations® 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. 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 teachers track progress on the Recording Form including reading text orally with expression. The **Progress Monitoring Tool** also includes oral reading fluency measure.
	Fundations® Stories Set 1 (included in Teacher's Kit), the **Books to Remember Set 1**, and **Geodes® Classroom Library 1** (distributed by Wilson Language Training®) provide additional decoding and fluency practice.
CC.1.1.1.E.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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

Pennsylvania Standards	Aligned Components of *Fundations*®
	phrases that connect meaning. Fundations® 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.
	Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 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)
	Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the **Word of the Day** activity.
	Word of the Day (description p. 56) (Unit 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)
	Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames. **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, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)
	Fundations® 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

Pennsylvania Standards	Aligned Components of *Fundations*®
	pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. 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 teachers track progress on the Recording Form including reading text orally with expression. The **Progress Monitoring Tool** also includes oral reading fluency measure. **Fundations® Stories Set 1** (included in Teacher's Kit), the **Books to Remember Set 1**, and **Geodes® Classroom Library 1** (distributed by Wilson Language Training®) provide additional decoding and fluency practice.

Reading Informational Text

Key Ideas and Details: Main Idea

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.1.A Identify the main idea and retell key details of 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). Also see **Fundations® Stories Set 1** and **Books to Remember Set 1**.

Reading Informational Text

Key Ideas and Details: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.1.B 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). Also see **Fundations® Stories Set 1** and **Books to Remember Set 1**.
CC.1.2.1.C 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); and (Unit 13, p. 470). Also see **Fundations® Stories Set 1** and **Books to Remember Set 1**.

Reading Informational Text

Craft and Structure: Text Structure

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Craft and Structure: Vocabulary

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.1.F 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). Also see **Fundations**® **Stories Set 1** and **Books to Remember Set 1**.

Reading Informational Text
Integration of Knowledge and Ideas: Diverse Media

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	**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 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489); **Fluency Kit 1 Materials, Fundations**® **Stories Set 1,** and **Books to Remember Set 1**.

Reading Informational Text
Integration of Knowledge and Ideas: Evaluating Arguments

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.2.1.H 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)

Reading Informational Text
Integration of Knowledge and Ideas: Analysis Across Texts

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	**Storytime (description p. 60):** (Unit 7, p. 265); (Unit 10, p. 356); and (Unit 11, p. 395)

Reading Informational Text
Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	**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 and 423); (Unit 13, pp. 451 and 460); and (Unit 14, p. 489)

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.	**Storytime (description p. 60):** (Unit 13 pp. 451, 460, and 470) and (Unit 14, p. 489). Also see **Fundations® Stories Set 1** and **Books to Remember Set 1**.

Reading Informational Text

Range of Reading

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade-level, reading independently and proficiently.	**Storytime (description p. 60)** (Unit 12, page 433, Unit 13 page 470)

Reading Literature

Key Ideas and Details: Theme

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.A 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 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489); **Fluency Kit 1 Materials**, **Fundations**® **Stories Set 1**, and **Books to Remember Set 1**

Reading Literature

Key Ideas and Details: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.B 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, 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 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489); **Fluency Kit 1 Materials**, **Fundations**® **Stories Set 1**, and **Books to Remember Set 1**

Reading Literature

Key Ideas and Details: Literary Elements

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.C 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 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489); **Fluency Kit 1 Materials**, **Fundations**® **Stories Set 1**, and **Books to Remember Set 1**

Reading Literature
Craft and Structure: Point of View

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.D Identify who is telling the story at various points in a text.	**Fundations Stories Set 1** and **Books to Remember Set 1**

Reading Literature
Craft and Structure: Text Structure

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	**Storytime (description p. 60):** (Unit 6, pp. 219 and 228); (Unit 7, page 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, Fundations® Stories Set 1**, and **Books to Remember Set 1**.

Reading Literature
Craft and Structure: Vocabulary

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.F 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 refer to **Fluency Kit 1 Materials** and **Fundations® Stories Set 1**.

Reading Literature

Integration of Knowledge and Ideas: Sources of Information

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.G Use illustrations and details in a story to describe 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, 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 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489); **Fluency Kit 1 Materials, Fundations® Stories Set 1,** and **Books to Remember Set 1**.

Reading Literature

Integration of Knowledge and Ideas: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.	**Fundations Stories Set 1** and **Books to Remember Set 1**

Reading Literature

Vocabulary Acquisition and Use: Strategies

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.	**Storytime (description p. 60):** (Unit 13, pp. 451, 460, and 470); (Unit 14 p. 489), **Fundations Stories Set 1,** and **Books to Remember Set 1**.

Reading Literature
Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	**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 and 423); (Unit 13, pp. 451 and 460); and (Unit 14, p. 489)

Reading Literature
Range of Reading

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Informative/Explanatory: Focus

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.B Identify and write about one specific topic.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Informative/Explanatory: Content

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.C Develop the topic with two or more facts.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Informative/Explanatory: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.D Group information and provide some sense of closure.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Informative/Explanatory: Style

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.E Choose words and phrases for effect.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Informative/Explanatory: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.1.F.1 Capitalize dates and names of people.	Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The **Dictation (Composition Book)** activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization. **Dictation/Sentences (description p. 36):** (Unit 2, 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,

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)
	The **Teach Trick Words–Reading** activity also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization.
	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)
CC.1.4.1.F.2 Use end punctuation; use commas in dates and words in series.	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. 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, and 495).

Pennsylvania Standards	Aligned Components of *Fundations*®
	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.
	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)
CC.1.4.1.F.3 Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	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.
	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)
	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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	Teach Trick Words–Spelling (description p. 54): (Unit 2, pp. 117 and 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)
	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); (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)
	The **Fundations**® **Home Support Pack 1** activities reinforce encoding skills.

Writing
Opinion/Argumentative

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.G Write opinion pieces on familiar topics.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Opinion/ Argumentative: Focus

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.H Form an opinion by choosing among given topics.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Opinion/ Argumentative: Content

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.I Support the opinion with reasons related to the opinion.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Opinion/ Argumentative: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Opinion/ Argumentative: Style

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.K Use a variety of words and phrases.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.1.L.1 Capitalize dates and names of people.	Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The **Dictation (Composition Book)** activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization. **Dictation/Sentences (description p. 36):** (Unit 2, 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,

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)
	The **Teach Trick Words–Reading** activity also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization.
	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)
CC.1.4.1.L.2 Use end punctuation; use commas in dates and words in series.	Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The **Dictation (Composition Book)** activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization.
	Dictation/Sentences (description p. 36): (Unit 2, 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,

Pennsylvania Standards	Aligned Components of *Fundations*®
	pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469); and (Unit 14, pp. 483, 485, 487, 489, 491, 493, and 495) The **Teach Trick Words–Reading** activity also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. **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)
CC.1.4.1.L.3 Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	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. **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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	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, pp. 287); and (Unit 14, pp. 487, 493, and 495) **Teach Trick Words–Spelling (description p. 54):** (Unit 2, pp. 117 and 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) **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); (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) The **Fundations® Home Support Pack 1** activities reinforce encoding skills.

Writing
Narrative

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.M Write narratives to develop real or imagined experiences or events.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Narrative: Focus

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.N Establish who and what the narrative will be about.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Narrative: Content

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.O Include thoughts and feelings to describe experiences and events.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Narrative: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.P Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Narrative: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.1.R.1 Capitalize dates and names of people.	Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The **Dictation (Composition Book)** activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization. **Dictation/Sentences (description p. 36):** (Unit 2, 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) The **Teach Trick Words–Reading** activity also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. **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,

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)
CC.1.4.1.R.2 Use end punctuation; use commas in dates and words in series.	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. 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, p. 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) 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. **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)

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.R.3 Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	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. **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) **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) **Teach Trick Words–Spelling (description p. 54):** (Unit 2, pp. 117 and 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) **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); (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,

Pennsylvania Standards	Aligned Components of *Fundations*®
	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) The **Fundations® Home Support Pack 1** activities reinforce encoding skills.

Writing
Production and Distribution of Writing: Writing Process

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Technology and Publication

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Conducting Research

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.V Participate in individual or shared research and writing projects.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Credibility, Reliability, and Validity of Sources

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Range of Writing

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.1.X 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.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking and Listening

Comprehension and Collaboration: Collaborative Discussion

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	**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 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489); **Fluency Kit 1 Materials, Fundations® Stories Set 1,** and **Books to Remember Set 1**.

Speaking and Listening

Comprehension and Collaboration: Critical Listening

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.1.B 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. 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 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489); **Fluency Kit 1 Materials, Fundations® Stories Set 1,** and **Books to Remember Set 1**.

Speaking and Listening
Comprehension and Collaboration: Evaluating Information

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**Storytime (description p. 60)**: (Unit 13, pp. 451, 460, and 470); (Unit 14, p. 489), **Fundations Stories Set 1**, and **Books to Remember Set 1**

Speaking and Listening
Presentation of Knowledge and Ideas: Purpose, Audience, and Task

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**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 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489); **Fluency Kit 1 Materials, Fundations® Stories Set 1,** and **Books to Remember Set 1**.

Speaking and Listening
Presentation of Knowledge and Ideas: Context

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking and Listening

Conventions of Standard English

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	Fundations® 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). In addition to the foundational skills, Fundations also strongly supports several language standards.

Fundations® LEVEL 2 Program

Alignment to the Pennsylvania Standards
for English Language Arts, adopted 2014

Pennsylvania Alignment to *Fundations*®

Grade 2

Foundational Skills

Phonics and Word Recognition

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.1.1.2.D.1 Distinguish long and short vowels when reading regularly spelled one-syllable words.	In Fundations®, 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. (**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) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel- consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. Unit 1 Introduction (p. 70); Unit 3 Introduction (p. 126); Unit 4 Introduction (p. 142); Unit 5

Pennsylvania Standards	Aligned Components of *Fundations*®
	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). Students must distinguish between long and short vowel sounds 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.** **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) **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, 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) **Introduce New Concepts**: (Unit 4, p. 151); (Unit 10, p. 321); (Unit 13, p. 395); and (Unit 15, p. 451)

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)
	Word of the Day (description pp. 56-57): (Unit 3, pp. 135 and 138); (Unit 4, pp. 150, 152, 159, 160); (Unit 5, pp. 180, 184, 190, 193); (Unit 6, pp. 208, 215, 218, 220); (Unit 7, pp. 236, 242, 246, 248, 257, 258); (Unit 10, pp. 320, 324, 330, 334); (Unit 11, pp. 348, 352, 359, 360); (Unit 13, pp. 396, 399, 402, 406); and (Unit 15, p. 459)
	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)
	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)
	Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit). Also available is the **Geodes® Level 2 Classroom Library**, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 2.
CC.1.1.2.D.2 Decode two-syllable words with long vowels and words with common prefixes and suffixes.	Fundations® explicitly teaches about the base word and prefixes/ suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s,-es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see **Unit 4 Introduction**, p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding

Pennsylvania Standards	Aligned Components of *Fundations*®
	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). 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. Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit)**.** Also available is the **Geodes® Level 2 Classroom Library***, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 2.
CC.1.1.2.D.3 Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*
CC.1.1.2.D.4 Read grade-appropriate irregularly spelled words.	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 Fundations) 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 Fundations® 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).

Pennsylvania Standards	Aligned Components of *Fundations®*
	Review Trick Words: (Unit 1, pp. 86 and 88)
	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. 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)
	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 and 482); and (Unit 17, pp. 497, 502, and 511)
	Dictation/Trick Words (description pp. 36–37): (Unit 1, pp. 87 and 89); (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, 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).
	Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit. Also available is the **Geodes® Level 2 Classroom Library***, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 2.

Foundational Skills

Fluency

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.2.E Read with accuracy and fluency to support comprehension.	
CC.1.1.2.E.1 Read on-level text with purpose and understanding.	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. Fundations® uses a scooping technique to provide a graphical representation of phrasing. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2, 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);

Pennsylvania Standards	Aligned Components of *Fundations*®
	(Unit 15, pp. 453; 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)
	Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.
	Word of the Day (description p. 56): (Unit 4, 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)
	The **Fundations Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit)**,** as well as the **Geodes**® **Level 2 Classroom Library***, which provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2, provide additional decoding practice.
	Important Note for Consideration: As a supplemental program Fundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds® to create the **Geodes**® **Level 2 Classroom Library*** provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2.
	These books provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations scope and sequence along with Fundations 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.

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.2.E.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	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. Fundations® uses a scooping technique to provide a graphical representation of phrasing. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2, 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) **Prosody:** The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. **Word of the Day (description p. 56)**: (Unit 4, 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

Pennsylvania Standards	Aligned Components of *Fundations*®
	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) The **Fundations Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit)**,** as well as the **Geodes**® **Level 2 Classroom Library***, which provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2, provide additional decoding practice. **Important Note for Consideration**: As a supplemental program Fundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds® to create the **Geodes**® **Level 2 Classroom Library*** which provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations scope and sequence along with Fundations 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.
CC.1.1.2.E.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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**.

Pennsylvania Standards	Aligned Components of *Fundations*®
	To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing.
	The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
	Storytime (description p. 60): (Unit 2, 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)
	Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.
	Word of the Day (description p. 56): (Unit 4, 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)
	The **Fundations Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit)**,** as well as the **Geodes**® **Level 2 Classroom Library***, which provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2, provide additional decoding practice.

Pennsylvania Standards	Aligned Components of *Fundations*®
	Important Note for Consideration: As a supplemental program Fundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds® to create the **Geodes® Level 2 Classroom Library*** which provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations scope and sequence along with Fundations 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.

Reading Informational Text

Key Ideas and Details: Main Idea

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	Although Fundations® 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. **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 251); and (Unit 9, pp. 295, 196, 300, and 303)

Reading Informational Text

Key Ideas and Details: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.B Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Although Fundations® 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. **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 251); and (Unit 9, pp. 295, 196, 300, and 303)
CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Informational Text

Craft and Structure: Text Structure

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Informational Text

Craft and Structure: Vocabulary

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	**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), **Fluency Kit 2 Materials,** and **Books to Remember Set 2**

Reading Informational Text

Integration of Knowledge and Ideas: Diverse Media

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Informational Text

Integration of Knowledge and Ideas: Evaluating Arguments

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.H Describe how reasons support specific points the author makes in a text.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Informational Text

Integration of Knowledge and Ideas: Analysis Across Texts

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Informational Text

Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	**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), **Fluency Kit 2 Materials,** and **Books to Remember Set 2**

Reading Informational Text
Range of Reading

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Literature
Key Ideas and Details: Theme

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	The **Storytime** activity 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. **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), **Fluency Kit 2 Materials**, and **Books to Remember Set 2**

Reading Literature
Key Ideas and Details: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.B Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Although Fundations® 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: **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

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)

Reading Literature

Key Ideas and Details: Literary Elements

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.C Describe how characters in a story respond to major events and challenges.	Although Fundations® 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: **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)

Reading Literature
Craft and Structure: Point of View

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.D Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Literature
Craft and Structure: Text Structure

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Literature
Craft and Structure: Vocabulary

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Literature

Integration of Knowledge and Ideas: Sources of Information

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Literature

Integration of Knowledge and Ideas: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Literature

Vocabulary Acquisition and Use: Strategies

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	**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

Pennsylvania Standards	Aligned Components of *Fundations*®
	435); (Unit 15, pp. 453; 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509), **Fluency Kit 2 Materials,** and **Books to Remember Set 2**

Reading Literature
Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Reading Literature
Range of Reading

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Informative/Explanatory

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Informative/Explanatory: Focus

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.B Identify and introduce the topic.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Informative/Explanatory: Content

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.C Develop the topic with facts and/or definitions.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Informative/Explanatory: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.D Group information and provide a concluding statement or section.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Informative/Explanatory: Style

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.E Choose words and phrases for effect.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Informative/Explanatory: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.2.F.1 Capitalize proper nouns.	Although Fundations® 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. **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. 3069); (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) **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, 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)
CC.1.4.2.F.2	Although Fundations® is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically

Pennsylvania Standards	Aligned Components of *Fundations*®
Use commas and apostrophes appropriately.	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. **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. 3069); (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) **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, 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)
CC.1.4.2.F.3 Spell words drawing on common spelling patterns.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*
CC.1.4.2.F.4 Consult reference material as needed.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Opinion/Argumentative

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.G Write opinion pieces on familiar topics or texts.	Although Fundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the **Storytime** activity. **Storytime (description p. 60):** (Unit 4, p. 165); (Unit 11, p. 357); and (Unit 14, p. 435)

Writing
Opinion/ Argumentative: Focus

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.H Identify the topic and state an opinion.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Opinion/ Argumentative: Content

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Opinion/ Argumentative: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Opinion/ Argumentative: Style

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Opinion/ Argumentative: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.2.L.1 Capitalize proper nouns.	Although Fundations® 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. **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. 3069); (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) **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, 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)
CC.1.4.2.L.2	Although Fundations® is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically

Pennsylvania Standards	Aligned Components of *Fundations*®
Use commas and apostrophes appropriately.	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. **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. 3069); (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) **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, 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)
CC.1.4.2.L.3 Spell words drawing on common spelling patterns.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*
CC.1.4.2.L.4 Consult reference materials as needed.	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,

Pennsylvania Standards	Aligned Components of *Fundations*®
	g–l, m–s, and 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. **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, 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) **Look Words Up in Student Notebook Level 2 (description p. 54)**

Writing

Narrative

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.M Write narratives to develop real or imagined experiences or events.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Narrative: Focus

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Narrative: Content

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.O Include thoughts and feeling to describe experience and events to show the response of characters to situations.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Narrative: Organization

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	*Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing

Narrative: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.2.R.1 Capitalize proper nouns.	Although Fundations® 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. **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. 3069); (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) **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, 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)
CC.1.4.2.R.2	Although Fundations® is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching

Pennsylvania Standards	Aligned Components of *Fundations*®
Use commas and apostrophes appropriately.	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. **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. 3069); (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) **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, 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)
CC.1.4.2.R.3 Spell words drawing on common spelling patterns.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*
CC.1.4.2.R.4 Consult reference material as needed.	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–

Pennsylvania Standards	Aligned Components of *Fundations*®
	l, m–s, and 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. **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, 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) **Look Words Up in Student Notebook Level 2 (description p. 54)**

Writing

Production and Distribution of Writing/Writing Process

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Technology and Publication

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Conducting Research

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.V Participate in individual or shared research and writing projects.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Writing
Credibility, Reliability, and Validity of Sources

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.	Although Fundations® is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the **Storytime** activity. **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)

Writing

Range of Writing

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.2.X 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.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Speaking and Listening

Comprehension and Collaboration: Collaborative Discussion

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	*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 (pp. 27–60) and **Introduction** (pp. 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. **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);

Pennsylvania Standards	Aligned Components of *Fundations*®
	(Unit 15, pp. 453; 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509) Also see **Fluency Kit 2 Materials** and **Books to Remember Set 2**.

Speaking and Listening

Comprehension and Collaboration: Critical Listening

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	*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 (pp. 27–60) and **Introduction** (pp. 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. **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) Also see **Fluency Kit 2 Materials** and **Books to Remember Set 2**.

Speaking and Listening

Comprehension and Collaboration: Evaluating Information

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.2.C 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.	*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 (pp. 27–60) and **Introduction** (pp. 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. **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) Also see **Fluency Kit 2 Materials** and **Books to Remember Set 2**.

Speaking and Listening

Presentation of Knowledge and Ideas: Purpose, Audience, and Task

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Although Fundations 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: **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)

Speaking and Listening

Presentation of Knowledge and Ideas: Context

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Although Fundations 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.

Speaking and Listening

Integration of Knowledge and Ideas: Multimedia

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	Students create drawings/visual displays to recount the story and use those to orally retell stories. **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)

Speaking and Listening

Conventions of Standard English

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.	*Fundations*® *is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.*

Fundations® LEVEL 3 Program

Alignment to the Pennsylvania Standards
for English Language Arts, adopted 2014

Pennsylvania Alignment to *Fundations*®
Grade 3

Foundational Skills
- **Phonics and Word Recognition**
- **Fluency**

Reading Informational Text
- **Key Ideas and Details: Main Idea**
- **Key Ideas and Details: Text Analysis**
- **Craft and Structure: Point of View**
- **Craft and Structure: Text Structure**
- **Craft and Structure: Vocabulary**
- **Integration of Knowledge and Ideas: Diverse Media**
- **Integration of Knowledge and Ideas: Evaluating Arguments**
- **Integration of Knowledge and Ideas: Analysis Across Texts**
- **Vocabulary Acquisition and Use**
- **Range of Reading**

Reading Literature
- **Key Ideas and Details: Theme**
- **Key Ideas and Details: Text Analysis**
- **Key Ideas and Details: Literary Elements**
- **Craft and Structure: Point of View**
- **Craft and Structure: Text Structure**
- **Craft and Structure: Vocabulary**
- **Integration of Knowledge and Ideas: Sources of Information**
- **Integration of Knowledge and Ideas: Text Analysis**
- **Vocabulary Acquisition and Use: Strategies**
- **Vocabulary Acquisition and Use**
- **Range of Reading**

Writing
- **Informative/Explanatory**
- **Informative/Explanatory: Focus**
- **Informative/Explanatory: Content**
- **Informative/Explanatory: Organization**
- **Informative/Explanatory: Style**
- **Informative/Explanatory: Conventions of Language**
- **Opinion/Argumentative**
- **Opinion/ Argumentative: Focus**
- **Opinion/ Argumentative: Content**
- **Opinion/ Argumentative: Organization**
- **Opinion/ Argumentative: Style**
- **Opinion/ Argumentative: Conventions of Language**
- **Narrative**
- **Narrative: Focus**
- **Narrative: Content**
- **Narrative: Organization**
- **Narrative: Style**
- **Narrative: Conventions of Language**
- **Production and Distribution of Writing/Writing Process**
- **Technology and Publication**
- **Conducting Research**
- **Credibility, Reliability, and Validity of Sources**
- **Range of Writing**

Speaking and Listening
- **Comprehension and Collaboration: Collaborative Discussion**
- **Comprehension and Collaboration: Critical Listening**
- **Comprehension and Collaboration: Evaluating Information**
- **Presentation of Knowledge and Ideas: Purpose, Audience, and Task**
- **Presentation of Knowledge and Ideas: Context**
- **Integration of Knowledge and Ideas: Multimedia**
- **Conventions of Standard English**

Foundational Skills
Phonics and Word Recognition

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.1.1.3.D.1 Identify and know the meaning of the most common prefixes and derivational suffixes.	Fundations® 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**, pp. 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). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: **Introduce New Concepts** and **Make It Fun** activities. **Introduce New Concepts (description p. 70)**: (Bonus Unit, pp. 269, 273, 280, 282, and 284–285) **Make It Fun (description p.70):** (Bonus Unit, pp. 274, 276, and 283)
CC.1.1.3.D.2 Decode words with common Latin suffixes.	Fundations® 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 Fundations® Level 3 (see Unit 2, pp. 114–151; Unit 4, pp. 170–197; Unit 7, pp. 292–319; Unit 9, pp. 360–399; Unit 10, pp. 400–439; and Unit 12, pp. 468–496). Words with

Pennsylvania Standards	Aligned Components of *Fundations®*
	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). 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. **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) **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); (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) **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 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) **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)
CC.1.1.3.D.2	Fundations® explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode

Pennsylvania Standards	Aligned Components of *Fundations*®
Decode words with common Latin suffixes.	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 Fundations® Level 3 (see Unit 2, pp. 114–151; Unit 4, pp. 170–197; Unit 7, pp. 292–319; Unit 9, pp. 360–399; Unit 10, pp. 400–439; and Unit 12, pp. 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) 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. **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) **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); (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) **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 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)

Pennsylvania Standards	Aligned Components of *Fundations*®
	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)
CC.1.1.3.D.3 Decode multisyllable words.	In Fundations®, 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 p. 160- 161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (**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). Fundations® 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. **Guess Which One (description p. 56):** (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, pp. 503 and 513); and (Unit 14, pp. 533 and 543) **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)

Pennsylvania Standards	Aligned Components of *Fundations®*
	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) **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) **Make It Fun (descriptionp.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 and 549) **Word Play (description p.70**): (Unit 5, p. 208) and (Bonus Unit, p. 278)
CC.1.1.3.D.4 Read grade-appropriate irregularly spelled words.	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 Fundations) are taught as words to be automatically recognized in Fundations Levels K, 1 and 2. By the end of Level 2, Fundations students are prepared them to read 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 decoding when students read grade-level texts, and there is an option for supplemental support with the **Trick Words** activity.

Foundational Skills

Fluency

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.1.3.E Read with accuracy and fluency to support comprehension.	
CC.1.1.3.E.1 Read on-level text with purpose and understanding.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.* **Note**: With the foundational skills acquired from the cumulative Fundations 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. Fundations 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). 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 **Fundations Teacher's Manual Introduction–Skills Taught in Fundations: Fluency:** pp. 5–6.)
CC.1.1.3.E.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.*

Pennsylvania Standards	Aligned Components of *Fundations*®
	Note: With the foundational skills acquired from the cumulative Fundations 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. Fundations 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). 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 **Fundations Teacher's Manual Introduction–Skills Taught in Fundations: Fluency:** pp. 5–6.)
CC.1.1.3.E.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.* **Note**: With the foundational skills acquired from the cumulative Fundations 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. Fundations 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). 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

Pennsylvania Standards	Aligned Components of *Fundations*®
	limit Level 3 students to highly controlled text. (See **Fundations Teacher's Manual Introduction–Skills Taught in Fundations: Fluency:** p. 5–6.)

Reading Informational Text
Key Ideas and Details: Main Idea

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Key Ideas and Details: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Craft and Structure: Point of View

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.D Explain the point of view of the author.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Craft and Structure: Text Structure

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.E Use text features and search tools to locate and interpret information.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Craft and Structure: Vocabulary

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Integration of Knowledge and Ideas: Diverse Media

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Integration of Knowledge and Ideas: Evaluating Arguments

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Integration of Knowledge and Ideas: Analysis Across Texts

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Informational Text
Range of Reading

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Key Ideas and Details: Theme

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Key Ideas and Details: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Key Ideas and Details: Literary Elements

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Craft and Structure: Point of View

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.D Explain the point of view of the author.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Craft and Structure: Text Structure

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Craft and Structure: Vocabulary

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Integration of Knowledge and Ideas: Sources of Information

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.G 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).	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Integration of Knowledge and Ideas: Text Analysis

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Vocabulary Acquisition and Use: Strategies

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Vocabulary Acquisition and Use

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Literature
Range of Reading

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory: Focus

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.B Identify and introduce the topic.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory: Content

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory: Style

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.E Choose words and phrases for effect.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Informative/Explanatory: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Fundations supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling.

Writing
Opinion/Argumentative

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.G Write opinion pieces on familiar topics or texts.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Opinion/ Argumentative: Focus

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.H Introduce the topic and state an opinion on the topic.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Opinion/ Argumentative: Content

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.I Support an opinion with reasons.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Opinion/ Argumentative: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Opinion/ Argumentative: Style

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing

Opinion/ Argumentative: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Fundations supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling.

Writing
Narrative

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.M Write narratives to develop real or imagined experiences or events.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Narrative: Focus

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Narrative: Content

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Narrative: Organization

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Narrative: Style

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.Q Choose words and phrases for effect.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Narrative: Conventions of Language

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Fundations supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling.

Writing
Production and Distribution of Writing: Writing Process

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Technology and Publication

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Conducting Research

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.V Conduct short research projects that build knowledge about a topic.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Credibility, Reliability, and Validity of Sources

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Writing
Range of Writing

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.4.3.X 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.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking and Listening
Comprehension and Collaboration: Collaborative Discussion

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	***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** (pp. 31–70) and the Introduction (pp.1–30).

Speaking and Listening
Comprehension and Collaboration: Critical Listening

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.5.3.B 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.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking and Listening
Comprehension and Collaboration: Evaluating Information

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking and Listening
Presentation of Knowledge and Ideas: Purpose, Audience, and Task

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking and Listening
Presentation of Knowledge and Ideas: Context

Pennsylvania Standards	Aligned Components of *Fundations*®
CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking and Listening
Integration of Knowledge and Ideas: Multimedia

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.5.3.F 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.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking and Listening
Conventions of Standard English

Pennsylvania Standards	Aligned Components of *Fundations®*
CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.