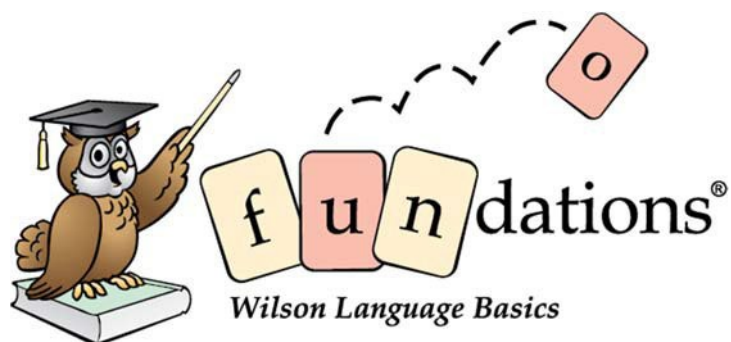




Foundations® Program

Alignment to the Louisiana Student
Standards for English Language Arts K-3,
adopted 2019



Foundations® LEVEL K Program

Alignment to the Louisiana Student
Standards for English Language Arts,
adopted 2019

Reading Standards for Literature
Key Ideas and Details

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

Reading Standards for Literature
Craft and Structure

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| <p>RL.K.4</p> <p>Ask and answer questions about unknown words in a text.</p> | <p>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)</p> <p>Foundations Readers Level K</p> <p>Geodes/Inside Geodes Level K</p> |
| <p>RL.K.5</p> <p>Recognize common types of texts (e.g., storybooks, poems).</p> | <p>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)</p> <p>Foundations Readers Level K</p> <p>Geodes/Inside Geodes Level K</p> |
| <p>RL.K.6</p> <p>With prompting and support, define the role of the author and the illustrator of a story in telling the story.</p> | <p>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)</p> <p>Foundations Readers Level K</p> <p>Geodes/Inside Geodes Level K</p> |

Reading Standards for Literature
Integration of Knowledge and Ideas

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
|---|---|
| RL.K.7 With prompting and support, make connections between the illustrations in the story and the text. | Storytime (description p. 48): (Unit 1, pp. 92, 102, 162, and 172); (Unit 3, pp. 265, 275, and 285); and (Unit 4, p. 311) Foundations Readers Level K Geodes/Inside Geodes Level K |
| RL.K.8 Not applicable to literature. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Storytime (description p. 48): (Unit 1, pp. 162 and 172); (Unit 3, pp. 245, 255, 265, 285, and 295); (Unit 4, pp. 311 and 321); and (Unit 5, pp. 366 and 386) Foundations Readers Level K Geodes/Inside Geodes Level K |

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Louisiana Standards

Aligned Components of *Foundations*®

RL.K.10

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: 356, 366, 376, 386, 396, and 406)

Foundations Readers Level K

Geodes/Inside Geodes Level K

Reading Standards for Informational Text

Key Ideas and Details

Louisiana Standards

Aligned Components of *Foundations*®

RI.K.1

With prompting and support, ask and answer questions about key details in a text.

Storytime (description p. 48): (Unit 1, pp. 102, 122, 132, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 275, 285, and 295); (Unit 4, pp. 311, 321, and 331); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)

Foundations Readers Level K

Geodes/Inside Geodes Level K

RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

Storytime (description p. 48): (Unit 2, pp. 285 and 295); (Unit 4, p. 311); and (Unit 5, pp. 356, 366, 376, 386, and 396)

Foundations Readers Level K

Geodes/Inside Geodes Level K

RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Storytime (description p. 48): (Unit 1, p. 142); (Unit 3, p. 245); and (Unit 5, pp. 356, 366, 376, 386, and 396)

Foundations Readers Level K

Geodes/Inside Geodes Level K

Reading Standards for Informational Text
Craft and Structure

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

Reading Standards for Informational Text
Integration of Knowledge and Ideas

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

Reading Standards for Informational Text
Range of Reading and Level of Text Complexity
Louisiana Standards

Aligned Components of Foundations®

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| <p>RI.K.10</p> <p>Actively engage in group reading activities with purpose and understanding.</p> | <p>Storytime (description p. 48): (Unit 1, pp. 112, 122, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 285 and 295); (Unit 4, pp. 311 and 321); and (Unit 5, pp. 356, 366, 376, 386, and 396)</p> <p>Fundations Readers Level K</p> <p>Geodes/Inside Geodes Level K</p> |
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Reading Standards: Foundational Skills
Print Concepts

Louisiana Standards

Aligned Components of Foundations®

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| <p>RF.K.1</p> <p>Demonstrate understanding of the organization and basic features of print.</p> | <p>Fundations Readers Level K</p> <p>Geodes/Inside Geodes Level K</p> |
| <p>RF.K.1a</p> <p>Follow words from left to right, top to bottom, and page by page.</p> | <p>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); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406) and Make it Fun: (Unit 5, pp. 395 and 405).</p> <p>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)</p> <p>Print awareness in Foundations® is also demonstrated and reinforced during several activities that use Sentence Frames including Teach Trick Words, Trick Word Practice, Word Play–Word Awareness, Word Play–Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right, words are separated by print.</p> <p>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)</p> <p>Trick Word Practice (description p. 46): (Unit 3, pp. 255, 265, 275, 285,</p> |

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| | <p>and 295); (Unit 4, pp. 309, 319, 329, and 339); and (Unit 5, pp. 354, 364, 374, 384, 394, and 404)</p> <p>Word Play–Word Awareness (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p>Word Play–Read Sentences (Unit 4: p. 317, 327, and 336) and (Unit 5, pp. 352, 359, 363, 369, 373, 378, 383, 385, 389, 393, 399, and 403)</p> <p>Word Play–Sentence Dictation/Write Sentences (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p>Dictation/Sentences (description p. 28): (Unit 5, pp. 351, 379; 383, 389, 393, 395, 399, 403, and 405)</p> <p>Make it Fun–Change the Sentence: (Unit 5, pp. 355, 365, and 375)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 16 and 112).</p> <p>The Geodes® Level K Classroom Library, which specifically aligns with the scope and sequence of Foundations® provides practice in following words from left to right, top to bottom, and page by page. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K, p. 27.)</p> |
| <p>RF.K.1b</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters.</p> | <p>Foundations® explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) 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.</p> <p>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)</p> <p>Introduce New Concepts: (Unit 2, p. 190); (Unit 3, p. 263); (Unit 4, p. 302);</p> |

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| | <p>and (Unit 5, p. 349)</p> <p>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)</p> <p>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, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332)</p> <p>Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words:</p> <p>Make it Fun: (Unit 2, pp. 197 and 216); (Unit 3, pp. 253 and 283); and (Unit 4, pp. 327 and 337)</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> <p>Word Play—Listen for Sounds (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4, p. 325)</p> <p>Make it Fun (Unit 1, pp. 68, 78, 98, 128; p 148, and 158) and (Unit 3, pp. 243, 263, 273, and 293).</p> |
| <p>RF.K.1c</p> <p>Understand that words are separated by spaces in print.</p> | <p>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness; Word Play-Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence:</p> <p>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)</p> <p>Trick Word Practice (description p. 46): (Unit 3, pp. 255, 265, 275, 285, and 295); (Unit 4, pp. 309, 319, 329, and 339); and (Unit 5, pp. 354, 364, 374, 384, 394, and 404)</p> <p>Word Play—Word Awareness: (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> |

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| | <p>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)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right.</p> <p>Word Play–Sentence Dictation/Write Sentences (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p>Dictation/Sentences (description p. 28): (Unit 5, pp. 351, 379; 383, 389, 393, 395, 399, 403, and 405)</p> <p>Make it Fun–Change the Sentence: (Unit 5, pp. 355, 365, and 375)</p> <p>Recognition that words are separated by spaces in print occur during the Storytime Activity and with Geodes® Level K Classroom Library Activities are also provided in the Home Support Pack K (p. 31) and the online teacher companion resource community called the Foundations® Learning Community. (See Expert Tips/Ideas section.)</p> |
| <p>RF.K.1d</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p> | <p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence. This creates important linkages to the visual, motor, and phonological image of the letter. The following daily activities offer practice in a multi-modal/multisensory manner using engaging materials. In these activities, students identify and name letters:</p> <p>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/ Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make it Fun</p> <p>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)</p> <p>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</p> |

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, 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 3, pp. 239, 247, 257, 267, and 287)

Make it Fun (description p. 48): (Unit 1, pp. 78, 88, 98, 108, 118, 128, 138,

Louisiana Standards

Aligned Components of *Foundations*®

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 Foundations® Learning Community.

Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)

Reading Standards: Foundational Skills Phonological Awareness

Louisiana Standards

Aligned Components of *Foundations*®

RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2a

Recognize and produce rhyming words.

Instruction emphasizing phonological activities such as rhyming is included in Foundations® Levels K during the **Make It Fun** and **Storytime** activities.

Make it Fun (description p. 48): (Unit 1, pp. 108, 118, and 128) and (Unit 2, p. 206)

Storytime (description p. 48): (Unit 1, pp. 112, 122, and 182)

Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)

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| <p>RF.K.2b</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p> | <p>Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1.</p> <p>Word Play (description p. 48): (Unit 1, pp. 100, 111, and 120)</p> <p>Teachers have access to additional resources provided in a companion learning community, the <i>Fundations</i>® Learning Community, that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> |
| <p>RF.K.2c</p> <p>Blend and segment onsets and rimes of single-syllable spoken words.</p> | <p>Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences.</p> <p>Make It Fun (description p. 48): (Unit 1, p. 108) and (Unit 2, p. 206)</p> <p>Storytime (description p. 48): (Unit 1, pp. 112, 122, and 182)</p> <p>Teachers have access to additional phonemic awareness resources provided in the companion <i>Fundations</i>® Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 20 and 57)</p> |
| <p>RF.K.2d</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> | <p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes orally first in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p>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)</p> |

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) (Unit 5: p. 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 **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 Foundations® Progress Monitoring Tool Level K assesses student’s ability to isolate and pronounce sounds in CVC words. Additional activities are provided in the Home Support Pack K (pp. 38, 57, 89, and 95).

Teachers have access to additional phonemic awareness resources provided in companion learning community Foundations® Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)

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.)

Foundations Readers Level K

Geodes/Inside Geodes Level K

RF.K.2e

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

During each Echo Find Words, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.

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)

Word Play (description p. 48): (Unit 2, pp. 192, 194, 196, 198, 200, 202, 204, and 210)

Echo/Find Words (description p. 34): (Unit 3, pp. 237 and 239)

Make It Fun (description p. 48): (Unit 2, p. 206)

Introduce New Concepts: (Unit 2, p. 190) and (Unit 3, p. 236)

Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)

Reading Standards: Foundational Skills
Phonics and Word Recognition

Louisiana Standards

Aligned Components of *Foundations*®

RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level K is the closed syllable type and the short vowel sounds. Drill Sounds (description p. 30): (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348;

p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406), Echo/Find Letters (description p. 32): (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), Letter-Keyword-Sound (description p. 38): (Unit 1: p. 84; p. 94; p. 105; p. 124) Echo/Letter Formation (description p. 36): (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Student Notebook (description p. 42): (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193), Word Play (description p. 48): Unit 3: p. 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)

Word Play – Listen for Sounds introduces students to the long vowel sound. This activity helps students distinguish between

long and short sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)

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

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.

Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Word Play-Make Words for

Decoding (description p. 48): (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Make it Fun: (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the Teach Trick Words and Trick Word Practice activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary. Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Words taught as Trick Words in Level K: the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do ; one; Level K students will be able to read high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry's first 100 list: in; that; it; on; with; at; this;

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| | <p>had; but; not; when; if; up; then; them; him; sit; did; get.</p> <p>Additional activities are provided in the Home Support Packet (81-82, 91, 100-101). Teachers have access to additional resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Geodes Level K Library aligns with the scope and sequence of Foundations Level K. The Duet Books child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units. Students practice taught phonetic elements</p> <p>and Foundations® Trick Words in connected text. (See Inside Geodes® Level K p. 5, 22, 23, 27, 43-47)</p> |
| <p>RF.K.3a</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> | <p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make it Fun.</p> <p>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)</p> <p>Drill Sounds (description p. 30): (Orientation, p. 58); (Unit 1, pp. 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, and 182); (Unit 2, pp. 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 3, pp. 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, and 294); (Unit 4, pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, and 340); and (Unit 5, pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, and 406)</p> |

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| | <p>Echo/Find Letters (description p. 32): (Unit 1, pp. 69, 73, 79, 83, 89, 93, 99, 103, 109, 113, 119, 123, 133, 139, 143, 149, 153, 159, 163, 169, 173, and 179); (Unit 2, pp. 195, 209, and 219); (Unit 3, pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4, pp. 313, 315, 323, 325, and 333); and (Unit 5, pp. 349, 359, 361, 369, 391, and 401)</p> <p>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)</p> <p>Echo/Letter Formation (description p. 36): (Orientation, p. 58); (Unit 1, pp. 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121; p. 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181); (Unit 2, pp. 193, 197, 201, 203, 205, 207, 209, 211, 213, 215, 217, 221, 223, and 225); (Unit 3, pp. 241, 251, 261, 269, 271, 279, 281, 289, and 291); (Unit 4, pp. 309, 319, 329, and 339); and (Unit 5, pp. 353, 363, 373, 383, 393, and 403)</p> <p>Student Notebook (description p. 42): (Orientation, p. 57); (Unit 1: pp. 65, 67, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2, pp. 193, 201, 203 p. 205, 207, 211, 213, 215, 217, 221 223, 225, and 227); and (Unit 4, pp. 303 and 305)</p> <p>Make It Fun (description p. 48): (Unit 1, pp. 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178); and (Unit 4, p. 307)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 38, 52, 54-56, and 84). Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> |
| <p>RF.K.3b</p> <p>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> | <p>In Foundations® vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel</p> |

sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables.

This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of *Foundations*® Level K is the closed syllable type and the short vowel sounds.

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, 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)

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, and 289); and (Unit 4, pp. 313, 315, 323, 325, 333, and 335); and (Unit 5, pp. 349, 359, 361, 369, 391, and 401)

Letter-Keyword-Sound (description p. 38): (Unit 1, pp. 84, 94, 105, and 124)

Echo/Letter Formation (description p. 36): (Unit 1, pp. 87, 97, 107, 117, 127, 137, 147, 157, 167, and 177); (Unit 2, pp. 193, 195, 203, 207, 211, 213, 215, 217, 221, 223, and 225); (Unit 3, pp. 241, 251, 259, 261, 269, 271, 281, 289, and 291); (Unit 4, 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.

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| | <p>193)</p> <p>Word Play (description p. 48): (Unit 3: 239, 249, 259, 269, 279, and 289) and (Unit 4, p. 325)</p> <p>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).</p> |
| <p>RF.K.3c</p> <p>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> | <p>Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized, called Trick Words in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the Teach Trick Words and Trick Word Practice activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.</p> <p>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)</p> <p>Trick Word Practice (description p. 46): (Unit 3, pp. 255, 265, 275, 285, and 295); (Unit 4, pp. 309, 319, 329, and 339); and (Unit 5, pp. 354, 364, 374, 384, 394, and 404)</p> <p>Words taught as Trick Words in Level K: the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do; and one. Level K students will be able to read high-frequency words that have regular VC and CVC sound spelling patterns, including the following words from Fry's first 100 list: in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; and get.</p> <p>Additional activities are provided in the Home Support Pack K (pp. 81-82, 91, and 100-101). Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, that is available to teachers with the purchase of the Level K Manual. (See Expert</p> |

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| | Tips/Ideas section.) |
| <p>RF.K.3d</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises, such as word chaining.</p> <p>Introduce New Concepts: (Unit 2 p. 190); (Unit 3, p. 263); (Unit 4, p. 302); and (Unit 5, p. 349)</p> <p>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)</p> <p>Make it Fun: (Unit 2, p. 206) and (Unit 4, pp. 307, 317, 355, 365, and 375)</p> |

Reading Standards: Foundational Skills
Fluency

Louisiana Standards

Aligned Components of *Foundations*®

RF.K.4

Read emergent-reader texts 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 p. 355, 365, and 375)

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: Foundations® is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading grade-level text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the **Geodes® Level K Classroom Library**, which provides 32 Duet Books that explicitly correspond to the scope and sequence of Foundations for Level K. These Duet Books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations® scope and sequence along with Foundations® Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.

Foundations Readers Level K

Geodes/Inside Geodes Level K

Writing Standards

Text Types and Purposes

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i>). | <i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program. |
| W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | <i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program. |
| W.K.3 Use a combination of drawing, dictating, and writing to narrate 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. | <i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program. |

Standards

Production and Distribution of Writing

Louisiana Standards

Aligned Components of *Foundations*®

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| W.K.4 <i>Begins in Grade 3</i> | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Writing Standards K-5

Research to Build and Present Knowledge

Louisiana Standards

Aligned Components of *Foundations*®

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| W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Louisiana Standards

Aligned Components of *Foundations*®

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| W.K.9 <i>Begins in Grade 4</i> | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.K.10 <i>Begins in Grade 3</i> | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Speaking & Listening Standards Comprehension and Collaboration

Louisiana Standards

Aligned Components of *Foundations*®

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| SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | See SL.K.1a-b below |
| SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | Storytime (description p. 48): (Unit 1, pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, and 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406) Foundations Readers Level K Geodes/Inside Geodes Level K |
| SL.K.1b Continue a conversation through multiple exchanges. | Storytime (description p. 48): (Unit 1, pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, and 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406) Foundations Readers Level K Geodes/Inside Geodes Level K |

Louisiana Standards

Aligned Components of *Foundations*®

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| SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | Storytime (description p. 48): (Unit 1, pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, and 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406) Foundations Readers Level K Geodes/Inside Geodes Level K |
| SL.K.3 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. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, and 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406) Foundations Readers Level K Geodes/Inside Geodes Level K |

Speaking & Listening K-5

Presentation of Knowledge and Ideas

Louisiana Standards

Aligned Components of *Foundations*®

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>SL.K.6</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>Storytime (description p. 48): (Unit 1, pp. 72, 82, 92, 102, 113, 123, 133, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit , pp. 311, 321, 331, and 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)</p> <p>Make It Fun: (Unit 5, pp. 385, 395, and 405)</p> <p>Foundations Readers Level K</p> <p>Geodes/Inside Geodes Level K</p> |
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Language Standards

Conventions of Standard English

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>L.K.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>See L.K.1a-f below</p> |
| <p>L.K.1a</p> <p>Print many upper- and lowercase letters.</p> | <p>Automatic, fluent handwriting instruction is an integral part of <i>Foundations</i>®, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following activities directly teach handwriting: Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook</p> <p>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,</p> |

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| | <p>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)</p> <p>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)</p> <p>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, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4, pp. 303 and 350)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 7-19, 21-23, 25-30, 32-37, 39-51, and 62-79) and the online teacher companion resource community called the Foundations® Learning Community.</p> <p>Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> |
| <p>L.K.1b</p> <p>Use frequently occurring nouns and verbs.</p> | <p>Dictation/Sentences (description p. 28): (Unit 5, pp. 383, 360, 389, 395, and 403)</p> |
| <p>L.K.1c</p> <p>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>L.K.1d</p> <p>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> | <p>Word Play (description p. 48): (Unit 1, pp. 70, 80, 90, 110, 150, 160, and 180)</p> |
| <p>L.K.1e</p> <p>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> | <p>Teach Trick Words (description p. 44): (Unit 3, pp. 260, 270, 280, and 290); (Unit 4, pp. 305, 315, 325, and 335); and (Unit 5, pp. 351, 361, 371, 381, 391, and 401)</p> <p>Trick Word Practice (description p. 46): (Unit 3, pp. 265, 275, 285, and 295); (Unit 4, pp. 309, 319, 329, and 339); and (Unit 5, pp. 354, 364, 375, 385, 394, and 404)</p> |
| <p>L.K.1f</p> <p>Produce and expand complete sentences in shared language activities.</p> | <p>Storytime (description p. 48): (Unit 1, pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, and 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)</p> |
| <p>L.K.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>See L.K.2a-d below</p> |
| <p>L.K.2a</p> <p>Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> | <p>The following dictation activities have students writing sentences with attention to capitalization and punctuation.</p> <p>Introduce New Concepts: (Unit 5, pp. 351 and 379)</p> <p>Dictation/Sentences (description p. 28): (Unit 5, pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p>Word Play–Sentence Dictation/Write Sentences (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p>Make it Fun: (Unit 5, pp. 355, 365, and 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.</p> |

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| | <p>Word Play (description p. 48): (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p>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)</p> <p>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)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, and 106-110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> |
| <p>L.K.2b</p> <p>Recognize and name end punctuation.</p> | <p>The following dictation activities have students writing sentences with attention to capitalization and punctuation.</p> <p>Introduce New Concepts: (Unit 5, pp. 351 and 379)</p> <p>Dictation/ Sentences (description p. 28): (Unit 5, pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p>Word Play–Sentence Dictation/Write Sentences (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p>Make it Fun: (Unit 5, pp. 355, 365, and 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.</p> <p>Word Play (description p. 48): (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p>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)</p> <p>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,</p> |

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| | <p>394, and 404)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, and 106-110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> |
| <p>L.K.2c</p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> | <p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p>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)</p> <p>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)</p> <p>Introduce New Concepts: (Unit 5, pp. 351 and 379)</p> <p>Dictation/ Sentences (description p. 28): (Unit 5, pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p>Word Play–Sentence Dictation/Write Sentences (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p>Make it Fun: (Unit 5, pp. 355, 365, and 375)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, and 106-110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> |
| <p>L.K.2d</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> | <p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p>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)</p> |

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| | <p>Dictation/Words (description p. 26): (Unit 3, pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4, pp. 309, 317, 319, 327, 329, 337, and 339); (Unit 5, pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 5, pp. 351 and 379)</p> <p>Dictation/ Sentences (description p. 28): (Unit 5, pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p>Word Play–Sentence Dictation/Write Sentences: (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p>Make it Fun: (Unit 5, pp. 355, 365, and 375)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, and 106-110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> |
| <p>L.K.3</p> <p><i>Begins in Grade 2</i></p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |

Language Standards

Vocabulary Acquisition and Use

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | See L.K.4a-b below While the focus of Foundations is on foundational skills teachers are prompted to develop vocabulary while doing word building activities. Refer to pp. 4, 34, 151, 171, 196, 206, 212, 238, 249, 263, and 349. Foundations Readers Level K Geodes/Inside Geodes Level K |
| L.K.4a With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). | Word Play: (Description on p. 48) Unit 1 (pp. 70, 80, 90, 110, 150, 160, 170, 180) , Unit 2 (pp. 192, 194, 196, 198, 202, 204, 210, 212, 214, 220, 222, 224, 228), Unit 3 pp. 238, 240, 242, 244, 246, 248, 252, 254, 256, 258, 262, 264, 266, 268, 272, 274, 276, 278, 282, 284, 252, 254, 256, 258, 262, 264, 266, 268, 288, 292, 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Foundations Readers Level K Geodes/Inside Geodes Level K |
| L.K.4b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program</i> |

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| <p>L.K.5</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> | <p>See L.K.5a-d below</p> |
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Louisiana Standards

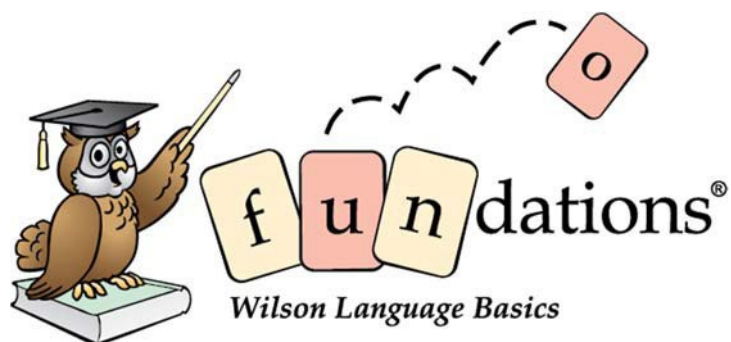
Aligned Components of Wit & Wisdom

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| <p>L.K.5a</p> <p>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.K.5b</p> <p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.K.5c</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.K.5d</p> <p>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |

Louisiana Standards

Aligned Components of *Wit & Wisdom*

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| L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Storytime (description p. 48); Unit 1: (pp. 72, 92, 102, 112, 122, 132, 142, 162, 182.), Unit 2 pp. 199, 208, 218); Unit 3 (pp. 245, 265, 275, 285, 295), Unit 4 (pp. 311, 321, 331, 341), Unit 5 (pp. 356, 366, 376, 386, 396, 406). Foundations Readers Level K Geodes/Inside Geodes Level K |
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Fundations® LEVEL 1 Program

Alignment to the Louisiana Student
Standards for English Language Arts,
adopted 2019

Reading Standards for Literature
Key Ideas and Details

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

Reading Standards for Literature
Craft and Structure

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| <p>RL.1.4</p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> | <p>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</p> <p>Foundations Readers Level 1</p> <p>Geodes and Inside Geodes Level 1</p> |
| <p>RL.1.5</p> <p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> | <p>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,</p> <p>Foundations Readers Level 1</p> <p>Geodes and Inside Geodes Level 1</p> |
| <p>RL.1.6</p> <p>Identify who is telling the story at various points in a text.</p> | <p>Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, Unit 14 page 489)</p> <p>Foundations Readers Level 1</p> <p>Geodes and Inside Geodes Level 1</p> |

Reading Standards for Literature
Integration of Knowledge and Ideas

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| <p>RL.1.7</p> <p>Use illustrations and details in a story to describe its characters, setting, or events.</p> | <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245 and 254); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13 pp. 451 and 460); (Unit 14 p. 488), Fluency Kit 1 Materials,</p> |
| <p>RL.1.8</p> <p><i>Not applicable to literature.</i></p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>RL.1.9</p> <p>Compare and contrast the adventures and experiences of characters in stories.</p> | <p>Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, Unit 14 page 489) Fluency Kit 1 Materials,</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |

Reading Standards for Literature

Range of Reading and Level of Text Complexity

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. | <i>Foundations</i> ® considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules. |

Reading Standards for Informational Text

Key Ideas and Details

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| RI.1.1 Ask and answer questions about key details in a text. | Storytime (description p. 60): (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13 p. 470). Also see Foundations Readers Level 1 Geodes and Inside Geodes Level 1 |
| RI.1.2 Identify the main topic and retell key details of a text. | Storytime (description p. 60): (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13 p. 470). Also see Foundations Readers Level 1 Geodes and Inside Geodes Level 1 |
| RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Storytime (description p. 60): (Unit 6, p. 228); (Unit 7, page, 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); (Unit 13 p. 470); and (Unit 14 p. 499). Foundations Readers Level 1 Geodes and Inside Geodes Level 1 |

Reading Standards for Informational Text
Craft and Structure

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| <p>RI.1.4</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> | <p>Storytime (description p. 60): (Unit 13 pp. 451, 460, and 470) and (Unit 14, p. 489).</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>RI.1.5</p> <p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> | <p>Storytime Unit 6 p.219</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>RI.1.6</p> <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> | <p>Unit 10 p.356</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |

Reading Standards for Informational Text
Integration of Knowledge and Ideas

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| RI.1.7 Use the illustrations and details in a text to describe its key ideas. | <i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program. |
| RI.1.8 Identify the reasons an author gives to support points in a text. | Storytime (description p. 60): (Unit 12, p. 433) and (Unit 13, p. 470) Foundations Readers Level 1 Geodes and Inside Geodes Level 1 |
| RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Storytime (description p. 60): (Unit 7, p. 265); (Unit 10, p. 356); and (Unit 11, p. 395) Foundations Readers Level 1 Geodes and Inside Geodes Level 1 |

Reading Standards for Informational Text
Range of Reading and Level of Text Complexity
Louisiana Standards

Aligned Components of *Foundations*®

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| <p>RI.1.10</p> <p>With prompting and support read informational texts appropriately complex for grade 1.</p> | <p>Storytime (description p. 60): (Unit 12, p. 433) and (Unit 13, p. 470)</p> <p>Foundations Readers Level 1</p> <p>Geodes and Inside Geodes Level 1</p> |
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Reading Standards: Foundational Skills
Print Concepts

Louisiana Standards

Aligned Components of *Foundations*®

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

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, 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.

Fundations Readers Level 1

Geodes and *Inside Geodes* Level 1

Reading Standards: Foundational Skills
Phonological Awareness

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| <p>RF.1.2</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> | <p><i>This indicator is addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts. Please see the indicators below.</i></p> |
| <p>RF.1.2a</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p> | <p>In Foundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel- consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11–14 for decoding and encoding activities. (Resources: pp. 397-398, 435-436, 473-474 and 501-502)</p> <p>Introduce New Concepts: (Unit 11, Introduction, pp. 366, 368, and 387)</p> <p>Make it Fun (description p. 60): (Unit 11, pp. 371, 381, and 391)</p> <p>Word of the Day (description p. 56): (Unit 11, pp. 370, 372, 378, 382, 388, and 393)</p> <p>Word Talk (description p. 58): (Unit 11, pp. 374, 380, 390, and 394)</p> <p>Word Play (description p. 60): (Unit 11, pp. 386 and 392)</p> <p>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)</p> <p>Dictation/Words (description p. 26): (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)</p> |

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| | <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9: p. 313).</p> |
| <p>RF.1.2b</p> <p>Orally produce single-syllable words by blending sounds (phonemes); including consonant blends.</p> | <p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1 (refer to Unit 8 Introduction: p. 270).</p> <p>The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>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)</p> <p>Echo/Find Words (description pp. 42 and 44): (Unit 2, pp. 109 and 117);</p> |

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| | <p>(Unit 3, pp. 135, 139, and 145); (Unit 4, pp. 159 and 173); (Unit 6, pp. 207, 211, 221, and 227); (Unit 7, pp. 243, 247, 253, and 257); (Unit 8, pp. 281, 285, and 291); (Unit 9, pp. 303, 313, and 319); (Unit 10, pp. 333, 341, 345, and 349); (Unit 11, pp. 369, 371, 379, and 387); (Unit 12, pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491)</p> <p>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)</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123); (Unit 4, pp. 165 and 173); (Unit 5: p. 189); (Unit 7, pp. 238 and 250); and (Unit 8: p. 287); (Unit 14, pp. 487, 493, and 495)</p> |
| <p>RF.1.2c</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> | <p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. 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).</p> <p>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)</p> <p>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)</p> <p>Introduce New Concepts: (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332)</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> |

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| | <p>Word Play – Listen for Sounds: (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p>Make it Fun: (Unit 1, pp. 68, 78, 98, 128, 148, and 158) and (Unit 3, pp. 243, 263, 273, and 293).</p> |
| <p>RF.1.2d</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> | <p>See above. 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)</p> <p>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)</p> <p>Introduce New Concepts: (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> <p>Word Play–Listen for Sounds (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p>Make it Fun: (Unit 1, pp. 68, 78, 98, 128, 148, and 158) and (Unit 3, pp. 243, 263, 273, and 293)</p> |

Reading Standards: Foundational Skills

Phonics and Word Recognition

Louisiana Standards

Aligned Components of *Foundations*®

RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

The concept of digraphs was taught in Level K Foundations® and is again explicitly taught in Unit 3 (see Unit 3, pp. 130-153). Digraphs are included in word resources for **all** Units following for all decoding and encoding activities. (See **Unit Resources**, pp. 179, 195, 231, 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.)

Drill Sounds/Warm Up (description p. 38): (Unit 3, pp. 132, 134, 136, 138, 140, 142, 144, 146, 148, and 150); (Unit 4, pp. 158, 160, 162, 164, 166, 168, 170, 172, and 176); (Unit 5, pp. 184, 186, 188, 190, and 192); (Unit 6, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 7, 237, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, and 266); (Unit 8, pp. 274, 276, 278, 280, 282, 284, 286, 288, 290, and 292); (Unit 9, pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, and 320); (Unit 10, pp. 328, 330, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 354, and 356); (Unit 11, pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12 pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13, pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 468, and 470); and (Unit 14 pages 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,

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| | <p>and 495)</p> <p>Word Play (description p. 60): (Unit 3, p. 134) Make It Fun (description p. 60): (Unit 8, p. 287)</p> <p>Additional decoding practice is provided in the Foundations® Home Support Pack 1, Fluency Kit 1, the Foundations® Stories Set 1, and with the 64 books in the <i>Geodes® Level 1 Classroom Library*</i>, which aligns specifically with the scope and sequence of Foundations® Level 1</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>RF.1.3a</p> <p>Know the spelling-sound correspondences for common consonant digraphs</p> | <p>The concept of digraphs was taught in Level K Foundations® and is again explicitly taught in Unit 3 (See Unit 3, pp. 130–153). Digraphs are included in word resources for all units following for all decoding and encoding activities. (See Unit Resources, pp. 179, 195, 231, 267-268, 295-296, 323, 359-360, 397-398, 435-436, 473-474, and 501-502.)</p> <p>Drill Sounds/Warm Up (description p. 38): (Unit 3, pp. 132, 134, 136, 138, 140, 142, 144, 146, 148, and 150); (Unit 4, pp. 158, 160, 162, 164, 166, 168, 170, 172, and 176); (Unit 5, pp. 184, 186, 188, 190, and 192); (Unit 6, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 7, 237, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, and 266); (Unit 8, pp. 274, 276, 278, 280, 282, 284, 286, 288, 290, and 292) (Unit 9, pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, and 320); (Unit 10, pp. 328, 330, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 354, and 356); (Unit 11, pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12, pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13, pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 468, 470); and (Unit 14, pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498)</p> <p>Introduce New Concepts: (Unit 3, pp. 132, 135, and 145) and (Unit 8 pp. 274, and 284)</p> <p>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</p> |

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| | <p>257); (Unit 8, pp. 281, 285, and 291); (Unit 9, pp. 303 and 319); (Unit 10, pp. 333, 341, 345, and 349); (Unit 11, pp. 369, 371, 379); (Unit 12, 387, 425, and 429); (Unit 13, p. 469); and (Unit 14 p. 491)</p> <p>Dictation/Sounds (description p. 28) (Unit 3, pp. 135, 139, 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, 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 pages, 487, 489, 491, 493, and 495)</p> <p>Word Play (description p. 60): (Unit 3, p. 134)</p> <p>Make It Fun (description p. 60): (Unit 8 p. 287)</p> <p>Additional decoding practice is provided in the Foundations® Home Support Pack 1, Fluency Kit 1, the Foundations® Stories Set 1, and with the 64 books in the <i>Geodes® Level 1 Classroom Library*</i>, which aligns specifically with the scope and sequence of Foundations® Level 1.</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>RF.1.3b</p> <p>Decode regularly spelled one-syllable words.</p> | <p>In Foundations®, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed.</p> <p>Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations® activities that include</p> |

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, p. 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)

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)

Foundations® Fluency Kit 1 (included in Teacher's Kit)

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| | <p>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.</p> <p>Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>Drill Sounds/Warm Up: (Unit 8, pp. 276, 278, 280, 284, 286, 288, and 290); (Unit 9, pp. 302, 304, 306, 308, 310, 312, 314; 316, and 318); (Unit 10, pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, and 354); (Unit 11, pp. 386, 388, 390, and 392); (Unit 12, pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430); (Unit 13, pp. 442, 452, 456, 458, and 462); and (Unit 14, pp. 480, 488, 492, 496, and 498)</p> <p>Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables but will move on to an in-depth word study of open syllables in Level 2.</p> |
| <p>RF.1.3c</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> | <p>In Foundations® letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11, Introduce New Concepts (p. 366).</p> <p>The letter sound correspondence is then practiced in daily in the Drill Sounds activity (Description p. 38): (Unit 11, pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12, pp. 404, 406, 408, 410, 412, 414; p. 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13, pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, and 470); (Unit 14, pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498)</p> <p>Sound mastery is taught in two directions: letter-to-sound and sound- to-letter.</p> |

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| | <p>The Echo/Find Letters activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in VCe syllable beginning in Unit 11 and onward.</p> <p>Echo/Find Letters (description p. 40): (Unit 11, pp. 369, 371, 379, and 387); (Unit 12, pp. 409, 425, and 429); (Unit 13, p. 469); and (Unit 14, p. 491)</p> <p>Dictation/Sounds (description p. 28): (Unit 11, pp. 369, 377, 379, 381, 383, 389, 391, and 393)</p> <p>Vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>Drill Sounds/Warm Up: (Unit 9, pp. 302, 304, 306, 308, 310, 312, 314, 316, and 318); (Unit 10, pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, and 354); (Unit 11: pp. 386, 388, 390, and 392); (Unit 12, pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430); (Unit 13: p. 442, 452, 456, 458, and 462); and (Unit 14, pp. 480, 488, 492, 496, and 498)</p> |
| <p>RF.1.3d</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | <p><i>Foundations</i>® 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 <i>Foundations</i>® Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. (In Level 2, students progress to learn all six syllable types within multisyllabic words.)</p> <p>Introduce New Concepts: (Unit 9, pp. 302, 312, and 313); (Unit 11, pp. 366 and 367); (Unit 12, pp. 404, 406, 414, 417, and 424); and (Unit 13, pp. 442, 452, and 462)</p> |

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| | <p>Word of the Day (description p. 56): (Unit 12, pp. 405, 408, 416, 418, 426, and 428); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494)</p> <p>Word Talk (description p. 58): (Unit 12, pp. 410, 412, 420, 422, 430, and 432); (Unit 13, pp. 446, 449, 450, 458, and 468); and (Unit 14, pp. 486, 496, and 498)</p> <p>Make it Fun (description p. 60): (Unit 12, pp. 409, 419, 429) and (Unit 13, pp. 447, 457, and 467)</p> <p>Word Play (description p. 60): (Unit 11, pp. 386 and 392); (Unit 13, p. 448); and (Unit 14, pp. 480, 484, 490)</p> <p>Storytime (description p. 60): (Unit 12, pp. 413, 423, 433); (Unit 13, pp. 460); and (Unit 14, p. 488)</p> <p>Also, students have the opportunity to apply taught skills when using the <i>Foundations</i>® Fluency Kit 1 and <i>Foundations</i>® Stories Set 1 (included in Teacher's Kit). Also available is the <i>Geodes</i>® Level 1 Classroom Library*, which provides 64 titles that explicitly correspond to the scope and sequence of <i>Foundations</i> for grade 1.</p> |
| <p>RF.1.3e</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> | <p><i>Foundations</i>® 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 <i>Foundations</i>® Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards.</p> <p>Introduce New Concepts: (Unit 12, pp. 404, 406, 414, 417, and 424) and (Unit 13, pp. 442, 452, and 462)</p> <p>Word of the Day (description p. 56): (Unit 12, pp. 405, 408, 416, 418, 426, and 428); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494)</p> <p>Word Talk (description p. 58): (Unit 12, pp. 410, 412, 420, 422, 430, 432);</p> |

(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)

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 been 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.

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| <p>RF.1.3f</p> <p>Read words with inflectional endings.</p> | <p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6, pp. 196-231) and are included in word resources for all units following for all decoding activities. (See Unit Resources, pp. 267-268, 295-296, 323, 359-360, 397-398, 435-436, 473-474, and 501-502.)</p> <p>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; 501-502.). The suffix -es is explicitly taught in Unit 13. (See 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.</p> <p>Also, students can apply taught skills when using the <i>Fundations</i>® Home Support Pack 1, Fluency Kit 1, and <i>Fundations</i>® Stories Set 1 (all included in Teacher’s Kit). Also available is the <i>Geodes</i>® Level 1 Classroom Library*, which aligns specifically with the scope and sequence of <i>Fundations</i>® Level 1</p> |
| <p>RF.1.3g</p> <p>Grade-appropriate irregularly spelled words.</p> | <p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized. These sight words (called <i>Trick Words</i> in <i>Fundations</i>) are taught separately from phonetically regular words. In Level 1 of <i>Fundations</i>®, students learn 107 Trick Words for both quick and automatic recognition and for spelling.</p> <p>During the Teach Trick Words–Reading activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students’ attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with flash cards during the Trick Words Drill (Drill Sounds/Warm Up) and by entering each trick word into the Student Notebook.</p> <p>Teach Trick Words—Reading (description p. 52): (Unit 2, pp. 117 and</p> |

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)

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.

Reading Standards: Foundational Skills
Fluency

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>RF.1.4</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> | <p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.</p> <p>Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing.</p> <p>The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; And retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.</p> <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, 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)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56) (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 10, pp. 329, 332, 340, 343, 349, and 352); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494)</p> |
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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.

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 1 Classroom Library*** that provides 64 titles that explicitly correspond to the scope and sequence of *Fundations* for grade 1. 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.

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>RF.1.4a</p> <p>Read on-level text with purpose and understanding.</p> | <p>Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489),</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>RF.1.4b</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489),</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>RF.1.4c</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489),</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |

Writing Standards

Text Types and Purposes

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Writing Standards

Production and Distribution of Writing

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| W.1.4 <i>Begins in Grade 3</i> | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Writing Standards K-5

Research to Build and Present Knowledge

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Louisiana Standards**Aligned Components of *Foundations*®**

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| W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.1.9 <i>Begins in Grade 4</i> | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Writing Standards K-5
Range of Writing**Louisiana Standards****Aligned Components of *Foundations*®**

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| W.1.10 <i>Begins in Grade 3</i> | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
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Speaking & Listening Standards
Comprehension and Collaboration

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>SL.1.1</p> <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> | <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413, 423, and 433); (Unit 13, pp. 451, 460, and 470); (Unit 14, p. 489);</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>SL.1.1a</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> | <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413, 423, and 433); (Unit 13, pp. 451, 460, and 470); (Unit 14, p. 489);</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>SL.1.1b</p> <p>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> | <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413, 423, and 433); (Unit 13, pp. 451, 460, and 470); (Unit 14, p. 489);</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>SL.1.1c</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413, 423, and 433); (Unit 13, pp. 451, 460, and 470); (Unit 14, p. 489);</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>SL.1.2</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413, 423, and 433); (Unit 13, pp. 451, 460, and 470); and (Unit 14 p. 489),</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>SL.1.3</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413, 423, and 433); (Unit 13, pp. 451, 460, and 470); and (Unit 14 p. 489), Foundations® Stories Set 1, and Books to Remember Set 1</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |

Speaking & Listening K-5

Presentation of Knowledge and Ideas

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>SL.1.4</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413, 423, and 433); (Unit 13, pp. 451, 460, and 470); and (Unit 14 p. 489),</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>SL.1.5</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413, 423, and 433); (Unit 13, pp. 451, 460, and 470); and (Unit 14 p. 489),</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>SL.1.6</p> <p>Produce complete sentences when appropriate to task and situation.</p> | <p>Word of the Day (description p. 56): (Unit 2, pp. 118 and 122); (Unit 3, pp. 136, 138, 144, and 150); (Unit 4, pp. 162, 170, and 172); (Unit 5, p. 186); (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 7, pp. 237, 239, 247, and 250, 257, and 260); (Unit 8, pp. 277, 285, and 290); (Unit 9, pp. 304, 309, 315, and 318); (Unit 10, pp. 329, 332, 340, 343, 349, and 353); (Unit 11, pp. 370, 372, 378, 382, 388, and 393); (Unit 13, 456, pp. 453, and 466); (Unit 14, p. 485)</p> <p>Word Talk (description p. 58): (Unit 2, p. 124); (Unit 3, pp. 140 and 148); (Unit 4, pp. 164, and 174); (Unit 5, p. 188); (Unit 6, pp. 206, 208; 217, and 226); (Unit 7, pp. 242, 244, 252, 262, and 264); (Unit 8, pp. 280 and 291); (Unit 10, pp. 330, 336, 351, and 354); (Unit 11, pp. 374, 380, 390, and 394); (Unit 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)</p> <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8 pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413, 423, and 433); (Unit 13, pp. 451, 460, and 470);</p> |

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| | <p>and (Unit 14 p. 489),</p> <p>Foundations Readers Level 1</p> <p>Geodes and Inside Geodes Level 1</p> |
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Language Standards

Conventions of Standard English

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| <p>L.1.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>See L.1.1a-f</p> |
| <p>L.1.1a</p> <p>Legibly print all upper- and lowercase letters.</p> | <p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation.</p> <p>Sky Write/Letter Formation (description p. 50): (Unit 1, pp. 70, 72, 75, 76, 81, 82, 85, 86, 90, 92, 94, and 96)</p> <p>Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence.</p> <p>Echo/Letter Formation (description p. 46): (Unit 1, pp. 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, and 97) and (Unit 2, pp. 113 and 115).</p> <p>Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/</p> |

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| | <p>Words (description p. 31) Dictation/Sentences (description p. 36): (Unit 2, pp. 113, 121, and 123); (Unit 3, pp. 135, 139, 143, 147, and 149); (Unit 4, pp. 161, 163, 167, 169, 171, and 175) (Unit 5, pp. 185, 187, 189, and 191); (Unit 6, pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8, pp. 279, 281, 283, 287, 289, and 291); (Unit 9, pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10, pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12, pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13, pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14, pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>The Foundations® Home Support Pack 1 also reinforces letter formation. (See pp. 8-21.)</p> <p>A note on upper case letter formations: Foundations® students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Foundations®, and the expectation that the program is implemented across grades, skills were well established in kindergarten. The lower- case letters are reviewed in Level 1; the uppercase letters are not retaught unless it is needed. The Level 1 Teacher’s Manual (p. 7) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Manual includes explicit instructions to teach letter formation (Echo/Letter Formation: p. 46 and Sky Write/Letter Formation: p. 50); and the Level 1 Teacher’s Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see Formation Guides Teacher’s Kit)</p> |
| <p>L.1.1b</p> <p>Use common, proper, and possessive nouns.</p> | <p>The following dictation activities have students writing sentences with attention to capitalization and punctuation.</p> <p>Introduce New Concepts: (Unit 5: p. p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation. Word Play (description p. 48): (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Teach Trick Words (description p. 44): (Unit 3: p. 250; p.</p> |

Louisiana Standards

Aligned Components of *Foundations*®

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| | <p>260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401)</p> <p>Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Foundations (Learning Community Level 1 Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> |
| <p>L.1.1c</p> <p>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.1.1d</p> <p>Use personal and possessive pronouns (e.g., I, me, my; they, them, their).</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.1.1e</p> <p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> | <p>Introduce New Concepts: (Unit 10, p. 348); (Unit 11, p. 387); and (Unit 13, pp. 442 and 445)</p> <p>Word of the Day (description p. 56): (Unit 10, pp. 349 and 354)</p> |
| <p>L.1.1f</p> <p>Use frequently occurring adjectives.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.1.1g</p> <p>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>L.1.1h</p> <p>Use determiners (e.g., articles, demonstratives).</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>L.1.1i</p> <p>Use frequently occurring prepositions (e.g., during, beyond, toward).</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>L.1.1j</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>L.1.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>The following dictation activities have students writing sentences with attention to capitalization and punctuation.</p> <p>Introduce New Concepts: (Unit 5: p. p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation. Word Play (description p. 48): (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the level K Learning Community for Foundations (Teachers have access to these</p> |

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| | <p>resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Foundations Readers Level 1</p> <p>Geodes and Inside Geodes Level 1</p> |
| <p>L.1.2a</p> <p>Capitalize dates and names of people.</p> | <p>Beginning concepts of sentence structure. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The Dictation (Composition Book) activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization.</p> <p>Dictation/Sentences: (description p. 36): (Unit 2, pp. 121 and 123); (Unit 3, pp. 135, 139, 143, 147, and 149); (Unit 4, pp. 161, 163, 167, 169, 171, and 175); (Unit 5, pp. 185 187, 189, and 191); (Unit 6, pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8, pp. 279, 281, 283, 287, 289, and 291); (Unit 9, pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10, pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12, pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13, pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469); and (Unit 14, pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>The Teach Trick Words-Reading activity also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization.</p> <p>Teach Trick Words-Reading (description p. 52): (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, and 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497).</p> |

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| <p>L.1.2b</p> <p>Use end punctuation for sentences.</p> | <p>Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. The Dictation activity requires students to write sentences with attention to punctuation.</p> <p>Dictation/Sentences (description p. 36): (Unit 2, pp. 121 and 123); (Unit 3, pp. 135, 139, 143, 147, and 149); (Unit 4, pp. 161, 163, 167, 169, 171, and 175); (Unit 5, pp. 185, 187, 189, and 191); (Unit 6, pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8, pp. 279, 281, 283, 287, 289, and 291); (Unit 9, pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10, pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12, pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13, pp. 445, 447, 449, pp. 455, 457, 459, 461, 465, 467, and 469); and (Unit 14, pp. 483, 485, 487, 489, 491, 493, and 495).</p> <p>The Teach Trick Words-Reading activity also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation.</p> <p>Teach Trick Words-Reading (description p. 52): (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, and 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)</p> |
| <p>L.1.2c</p> <p>Use commas in dates and to separate single words in a series.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.1.2d</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> | <p>Foundations® sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/ Words (description p. 31) Dictation/Sentences</p> |

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| | <p>(description p. 36): (Unit 2, pp. 113, 121, and 123); (Unit 3, pp. 135, 139, 143, 147, and 149); (Unit 4, pp. 161, 163, 167, 169, 171, and 175) (Unit 5, pp. 185, 187, 189, and 191); (Unit 6, pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8, pp. 279, 281, 283, 287, 289, and 291); (Unit 9, pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10, pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12, pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13, pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14, pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>Make it Fun (description p. 60): (Unit 2, p. 123); (Unit 4, pp. 165 and 173); (Unit 5, p. 189); (Unit 7, pp. 238 and 250); (Unit 8, pp. 287); and (Unit 14, pp. 487, 493, and 495)</p> <p>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)</p> <p>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)</p> <p>The Foundations® Home Support Pack 1 activities reinforce encoding skills.</p> |
| <p>L.1.2e</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | <p>Foundations® sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/ Words (description p. 31) Dictation/Sentences: (description p. 36): (Unit 2, pp. 113, 121, and 123); (Unit 3, pp. 135, 139, 143, 147, and 149); (Unit 4, pp. 161, 163, 167, 169, 171, and 175) (Unit 5, pp. 185, 187, 189,</p> |

Louisiana Standards

Aligned Components of *Fundations*®

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| | <p>and 191); (Unit 6, pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8, pp. 279, 281, 283, 287, 289, and 291); (Unit 9, pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10, pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12, pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13, pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14, pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>Make it Fun (description p. 60): (Unit 2, p. 123); (Unit 4, pp. 165 and 173); (Unit 5, p. 189); (Unit 7, pp. 238 and 250); (Unit 8, p. 287); and (Unit 14, pp. 487, 493, and 495)</p> <p>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)</p> <p>The <i>Fundations</i>® Home Support Pack 1 activities reinforce encoding skills.</p> |
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Language Standards

Knowledge of Language

Louisiana Standards

Aligned Components of *Fundations*®

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| <p>L.1.3</p> <p><i>Begins in Grade 2</i></p> | |
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Language Standards

Vocabulary Acquisition and Use

Louisiana Standards

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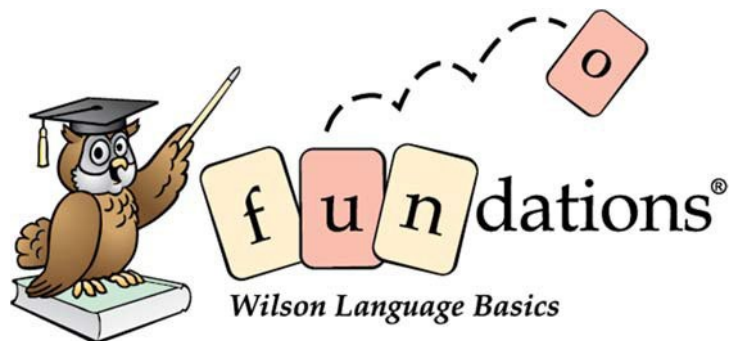
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| <p>L.1.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.</p> | <p>Introduce New Concepts: (Unit 10, page 341, 348, Unit 11 page 387, Unit 13 pages 442, 445, 452, 455, 462, 465) Word of the Day (description p. 56): (Unit 10 page 343, 349, 352, Unit 11 page 389, 393, Unit 13 pages 444, 454, 456, 464, 466, Unit 14 pages 485, 494) Word Talk (description p. 58) (Unit 13 pages 446, 449, 450, 458,</p> |
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| | <p>Unit 14 pages 486, 496, 498) Word Play (description p. 60) (Unit 13 page 448, Unit 14 pages 482, 484, 490) Make It Fun (description p. 60) (Unit 13 pages 457, 467, Unit 14 pages 487, 493, 495)</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>L.1.4a</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <p>Introduce New Concepts: (Unit 10, pp. 341 and 348); (Unit 11 p. 387); and (Unit 13, pp. 442, 445, 452, 455, 462, and 465)</p> <p>Word of the Day (description p. 56): (Unit 10, pp. 343, 349, and 352); (Unit 11 pp. 389 and 393); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485 and 494)</p> <p>Word Talk (description p. 58): (Unit 13, pp. 446, 449, 450, and 458) and (Unit 14, pp. 486, 496, and 498)</p> <p>Word Play (description p. 60): (Unit 13, p. 448) and (Unit 14, pp. 482, 484, and 490)</p> <p>Make It Fun (description p. 60): (Unit 13, pp. 457 and 467) and (Unit 14, pp. 487, 493, and 495)</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>L.1.4b</p> <p>Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.</p> | <p>Introduce New Concepts: (Unit 10, page 341, 348, Unit 11 page 387, Unit 13 pages 442, 445, 452, 455, 462, 465) Word of the Day (description p. 56): (Unit 10 page 343, 349, 352, Unit 11 page 389, 393, Unit 13 pages 444, 454, 456, 464, 466, Unit 14 pages 485, 494) Word Talk (description p. 58) (Unit 13 pages 446, 449, 450, 458, Unit 14 pages 486, 496, 498) Word Play (description p. 60) (Unit 13 page 448, Unit 14 pages 482, 484, 490) Make It Fun (description p. 60) (Unit 13 pages 457, 467, Unit 14 pages 487, 493, 495)</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |

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| <p>L.1.4c</p> <p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> | <p>Introduce New Concepts: (Unit 10, page 341, 348, Unit 11 page 387, Unit 13 pages 442, 445, 452, 455, 462, 465) Word of the Day (description p. 56): (Unit 10 page 343, 349, 352, Unit 11 page 389, 393, Unit 13 pages 444, 454, 456, 464, 466, Unit 14 pages 485, 494) Word Talk (description p. 58) (Unit 13 pages 446, 449, 450, 458, Unit 14 pages 486, 496, 498) Word Play (description p. 60) (Unit 13 page 448, Unit 14 pages 482, 484, 490) Make It Fun (description p. 60) (Unit 13 pages 457, 467, Unit 14 pages 487, 493, 495)</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |
| <p>L.1.5</p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> | <p>See L1.5a-d</p> |
| <p>L.1.5a</p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.1.5b</p> <p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> | <p>Opportunities to teach multiple word meanings in the following activities: Word of the Day (description p. 56): (Unit 2, pp. 118 and 122); (Unit 3, pp.136, 138, 144, and 150); (Unit 4, pp. 162, 170, and 172); (Unit 5, p.186); (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 7, pp. 237, 239, 247, 251, 257, and 260); (Unit 8, pp. 277, 285, and 290); (Unit 9, pp. 304, 309, 315, and 318); (Unit 10, pp. 329, 332, 340, 343, 349, and 352); (Unit 11, pp. 370, 372, 378, 382, 388, and 393); (Unit 12, pp. 405, 408, 416, 418, 426, and 428); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494)</p> <p>Word Talk (description p. 58): (Unit 2, p. 124); (Unit 3, pp. 140 and 148); (Unit 4, pp. 164, and 174); (Unit 5, p. 188); (Unit 6, pp. 206, 208; 217, and 226); (Unit 7, pp. 242, 244, 252, 262, and 264); (Unit 8, pp. 280 and 291); (Unit 10, pp. 330, 336, 351, and 354); (Unit 11, pp. 374, 380, 390, and 394); (Unit 12, pp. 410, 412, 420, 422, 430, and 432); (Unit 13, pp. 446, 449, 450, 458, and 468); and (Unit 14, pp. 486; 496,</p> |

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| | and 498) |
| <p>L.1.5c</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> | <p>Word of the Day (description p. 56): (Unit 2, pp. 118 and 122); (Unit 3, pp. 136, 138, 144, and 150); (Unit 4, pp. 162, 170, and 172); (Unit 5, pp. 186); (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 7, pp. 237, 239, 247, 250, 257, and 260); (Unit 8, pp. 277, 285, and 290); (Unit 9, pp. 304, 309, 315, and 318); (Unit 10, pp. 329, 332, 340, 343, 349, and 353); (Unit 11, pp. 370, 372, 378, 382, 388, and 393); (Unit 13, pp. 456, 453, and 466); and (Unit 14 p. 485)</p> <p>Word Talk (description p. 58): (Unit 2, p. 124); (Unit 3, pp. 140 and 148); (Unit 4, pp. 164, and 174); (Unit 5, p. 188); (Unit 6, pp. 206, 208, 217, and 226); (Unit 7, pp. 242, 244, 252, 262, and 264); (Unit 8, pp. 280 and 291); (Unit 10, pp. 330, 336, 351, and 354); (Unit 11, pp. 374, 380, 390, and 394); (Unit 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)</p> |
| <p>L.1.5d</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> | <p>Opportunities to teach multiple word meanings in the following activities: Word of the Day (description p. 56) (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485)</p> <p>Word Talk (description p. 58) (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498)</p> <p>Foundations Readers Level 1</p> <p>Geodes and Inside Geodes Level 1</p> |

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| <p>L.1.6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> | <p><i>Foundations</i>® considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245 and 254); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13 pp. 451 and 460); (Unit 14 p. 489)</p> <p>Foundations Readers Level 1 Geodes and Inside Geodes Level 1</p> |



Fundations® LEVEL 2 Program

Alignment to the Louisiana Student
Standards for English Language Arts,
adopted 2019

Reading Standards for Literature
Key Ideas and Details

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
|---|---|
| <p>RL.2.1</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> | <p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> |
| <p>RL.2.2</p> <p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>RL.2.3</p> <p>Describe how characters in a story respond to major events and challenges.</p> | <p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p.</p> |

Louisiana Standards

Aligned Components of *Foundations*®

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 Standards for Literature Craft and Structure

Louisiana Standards

Aligned Components of *Foundations*®

RL.2.4

Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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

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)

Louisiana Standards**Aligned Components of *Foundations*®****RL.2.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Standards for Literature**Integration of Knowledge and Ideas****Louisiana Standards****Aligned Components of *Foundations*®****RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

RL.2.8

Not applicable to literature.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Louisiana Standards

Aligned Components of *Foundations*®

RL.2.10

Know and apply grade-level phonics and word analysis skills in decoding words.

In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (Resources: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516) 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 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) 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 p. 30-35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153;

p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p.511) Dictation/Sentences (description p. 38-39): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183;p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429;p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505;p. 507; p. 511) Introduce New Concepts: (Unit 4: p. 151) (Unit 10: p. 321) p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) Word of the Day (description p. 56-57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258),(Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p.459), Word Talk (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p.400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) Make It Fun (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7:

p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463).

Also, students have the opportunity to apply taught skills when using the Foundations 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 explicitly corresponding to Foundations' scope and sequence for grade 2.

In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.

In grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw).

Foundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception).

Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following, and are used in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun.

Also, see Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 12 Introduction (p. 370), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444), Unit 16 Introduction (p. 472).

Dictation/Sounds (description p. 28): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p.

409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) Dictation/Words (description p. 30-35): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) Dictation/Sentences (description p. 38-39): Dictation (Dry Erase/Composition Books/Check-Up) (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) Drill Sounds/Warm-Up (description p. 40-41): (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484) Echo/Find Letters (description p. 42-43): (Orientation: p. 65) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Echo/Find Words (description p. 44-49): (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Introduce New Concepts: (Unit 10: p. 318, p. 321, p. 322, p. 329) (Unit 11: p. 346, p. 349, p. 350, p. 356, p. 358) (Unit 12: p. 374, p. 377) (Unit 13: p. 392, p. 395, p. 397, p. 405) (Unit 14: p. 420, p. 423) (Unit 15: p. 448, p. 451) (Unit 16: p. 476, p. 479) Word of the Day (description p. 56-57): (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), Foundations® Alignment to Common Core State Standards for English Language Arts (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480) Word Talk (description p. 58-59): (Unit 10: p. 326; p. 336), (Unit

11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484) Make It Fun (description p. 60): (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463).
Also, students have the opportunity to apply taught skills when using the Foundations 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 explicitly corresponding to Foundations' scope and sequence for grade 2.

In Foundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Syllable rules, including but not limited to two-syllable words with long vowel sounds, are directly addressed in: Unit 5, 6, 7
Introductions: (p. 172, p. 202, p. 230), Introduce New Concepts: (Unit 5: p. 176-177) (Unit 6: p. 217) (Unit 7: p. 240) (Unit 8: p. 273), Word of the Day (description p. 56-57): (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: 306), (Unit 10: p. 330; p. 334), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402;), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59) (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382),

(Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) Make It Fun (description p. 60): (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463) Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).

Also, students have the opportunity to apply taught skills when using the Foundations 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 explicitly

corresponding to Foundations' scope and sequence for grade 2. Foundations 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 activities. (Resources: p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384- 386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: 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 Foundations 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 explicitly

corresponding to Foundations' scope and sequence for grade 2.

Reading Standards for Informational Text

Key Ideas and Details

| Louisiana Standards | Aligned Components of <i>Fundations</i> ® |
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| <p>RI.2.1</p> <p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> | <p>Although <i>Fundations</i>® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 5, pp. 181, 183, and 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)</p> <p>Fundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RI.2.2</p> <p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> | <p>Although <i>Fundations</i>® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 5, pp. 181, 183, and 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)</p> <p>Fundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RI.2.3</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> | <p><i>Fundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |

Reading Standards for Informational Text

Craft and Structure

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| <p>RI.2.4</p> <p>Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RI.2.5</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> | <p>Students are encouraged to use their Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups.</p> <p>Word of the Day (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510), “Look words up” in Student Notebook Level 2 (description p. 54)</p> <p>Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller,2010), so that they not only learn word structure, they learn the meaning of words with higher utility. Students</p> |

enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks.

Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the Guess Which One activity in all Units.

Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. (See Introduce New Concepts: (Unit 5: p. 214-215; p. 217) Make It Fun (Unit 5: p. 218) (Unit 10: p. 412; p. 423) (Unit 13: p. 517) (Unit 14: p. 549)) Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Foundations classroom posters, Cursive Writing Desk Strips, etc. (Foundations Introduction – Skills Taught in Foundations: p. 4, p. 5, p. 8) (Foundations Introduction – Student Success: p. 11)

Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Word of the Day (description p. 66): (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430),

(Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548).

RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509).

Foundations Readers Level 2

Geodes/ Inside Geodes Level 2

Reading Standards for Informational Text
Integration of Knowledge and Ideas

Louisiana Standards

Aligned Components of Foundations®

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

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Louisiana Standards

Aligned Components of Foundations®

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

Print Concepts

Louisiana Standards

Aligned Components of *Foundations*®

RF.2.1

Not applicable at this grade level.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Standards: Foundational Skills

Phonological Awareness

Louisiana Standards

Aligned Components of *Foundations*®

RF.2.2 Not applicable at this grade level.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Reading Standards: Foundational Skills

Phonics and Word Recognition

Louisiana Standards

Aligned Components of *Foundations*®

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

These indicators are addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts.

RF.2.3a

Distinguish long and short vowels when reading regularly spelled one- syllable words.

In Foundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students

learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities.

(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 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, p. 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, 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,

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| | <p>pp. 499, 501, 503, 505, 507, and 511)</p> <p>Introduce New Concepts: (Unit 4, p. 151) and (Unit 10, p. 321)</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RF.2.3b</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p> | <p>In Foundations[®], word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception); vowel- consonant-e (and vowel-consonant-e exception); open, vowel team (digraphs and diphthongs); r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>In grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, and aw). Foundations[®] is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, and double vowel exception).</p> <p>Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following and are used in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun. Also, see Unit 10 Introduction (p. 314); Unit 11 Introduction (p. 342); Unit 12 Introduction (p. 370); Unit 13 Introduction (p. 388); Unit 14 Introduction (p. 416); Unit 15 Introduction (p. 444); and Unit 16 Introduction (p. 472).</p> <p>Dictation/Sounds (description p. 28): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, and 437); (Unit 15, pp. 453, 455, 457, 463, and 465); and (Unit 16, pp. 481 and 483)</p> <p>Dictation/Words (description pp. 30-35): Dictation (Dry</p> |

Erase/Composition Books/Check-Up): (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 379 and 381); (Unit 13, pp. 397, 399, 401, 407, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, 437); (Unit 15, pp. 453, 455, 457, 463, and 465); and (Unit 16, pp. 481 and 483)

Dictation/Sentences (description pp. 38-39): Dictation (Dry Erase/Composition Books/Check- Up); (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, and 437); (Unit 15, pp. 453, 455, 457, 463, and 465); and (Unit 16, pp. 481 and 483)

Drill Sounds/Warm-Up (description pp. 40-41): (Unit 10, pp. 318, 320, 322, 324, 326, 328, 330, 332, 334, and 336); (Unit 11, pp. 346, 348, 350, 352, 354, 356, 358, 360, 362, and 364); (Unit 12, pp. 374, 376, 378, 380, and 382); (Unit 13, pp. 392, 394, 396, 398, 400, 402, 404, 406, 408, and 410); (Unit 14, pp. 420, 422, 424, 426, 428, 430, 432, 434, 436, and 438); (Unit 15, pp. 448, 450, 452, 454, 456, 458, 460, 462, 464, and 466); and (Unit 16, pp. 476, 478, 480, 482, and 484)

Echo/Find Letters (description pp. 42-43): (Orientation, p. 65); (Unit 10, p. 331); (Unit 13, p. 405); (Unit 14, p. 431); and (Unit 15, p.461)

Echo/Find Words (description pp. 44-49): (Unit 10, p. 331); (Unit 13, p. 405); (Unit 14, p. 431); and (Unit 15, pp.461)

Introduce New Concepts: (Unit 10, pp. 318, 321, 322, and 329); (Unit 11, pp. 346, 349, 350, 356, and 358); (Unit 12, pp. 374 and 377); (Unit 13, pp. 392, 395, 397, and 405); (Unit 14, pp. 420 and 423); (Unit 15, pp. 448 and 451); and (Unit 16, pp. 476 and 479)

Word of the Day (description pp. 56-57): (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); and (Unit 16, pp. 478 and 480)

Word Talk (description pp. 58-59): (Unit 10, pp. 326 and 336); (Unit 11, pp. 354, 362, and 364); (Unit 12, p. 382); (Unit 13, pp. 400 and 410); (Unit 14, pp. 429, 437, and 438); (Unit 15, pp. 452, 456, 464, and 466); and (Unit 16, p. 484)

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| | <p>Make It Fun (description p. 60): (Unit 10, pp. 323 and 332); (Unit 11, p. 361); (Unit 12, p. 379); (Unit 13, pp. 401 and 407); (Unit 14, p. 424); and (Unit 15, p. 463)</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® 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 Foundations for grade 2.</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RF.2.3c</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> | <p>In Foundations®, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types.</p> <p>In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division. (See Unit 5, Introduce New Concepts, pp. 176-178 as an example.)</p> <p>Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Syllable rules, including but not limited to two-syllable words with long vowel sounds, are directly addressed in:</p> <p>Units 5, 6, and 7 Introductions: (pp. 172, 202, and 230, respectively)</p> <p>Introduce New Concepts: (Unit 5, pp. 176-177); (Unit 6, p. 217); (Unit 7: p. 240); and (Unit 8, p. 273)</p> <p>Word of the Day (description pp. 56-57): (Unit 5, pp.180, 184); (Unit 6, pp. 218 and 220); (Unit 7, pp. 242, 246, and 248); (Unit 8, p. 278); (Unit 9, p. 306); (Unit 10, pp. 330 and 334); (Unit 11, p. 359); (Unit 12, p. 380); (Unit 13, p.402); (Unit 14, pp. 430 and 434); (Unit 15, p. 459); and (Unit 17, pp. 496, 498, 506, and 510)</p> <p>Word Talk (description pp. 58-59): (Unit 6, p. 224); (Unit 7, pp. 250, 252, 260,</p> |

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| | <p>and 262); (Unit 8, p. 280); (Unit 9, pp. 298 and 308); (Unit 10, p. 326 and 336); (Unit 11, pp. 354, 362, and 364); (Unit 12, p. 382); (Unit 13, pp. 400 and 410); (Unit 14, pp. 429, 437, and 438); (Unit 15, pp. 452, 456, 464, and 466); (Unit 16, p. 484); and (Unit 17, pp. 503 and 512)</p> <p>Make It Fun (description p. 60): (Unit 5, p. 187); (Unit 6, p. 221); and (Unit 15, p. 463)</p> <p>Storytime (description p. 60): (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, 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); (Unit 17, pp. 500, 505, 507, and 509).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 Also available is the Geodes® Level 2 Classroom Library*, which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 2.</p> <p>Foundations Readers Level 2 Geodes/ Inside Geodes Level 2</p> |
| <p>RF.2.3d</p> <p>Decode words with common prefixes and suffixes.</p> | <p>Foundations® 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 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.</p> <p>Also, students have the opportunity to apply taught skills when using the</p> |

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| | <p>Foundations® Fluency Kit 2. Also available is the Geodes® Level 2 Classroom Library*, which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 2.</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RF.2.3e</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p> | <p>Students learn to identify words with inconsistent but common letter- sound correspondences when they learn both closed and vowel- consonant-e syllable exceptions. Unit 3 Introduction (p. 126); Unit 6 Introduction (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent letter-sound correspondences in both single and multisyllabic words in the following activities: Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up); Introduce New Concepts, Echo/Find, Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description pp. 30-35): (Unit 3, pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5, pp. 183, 185, 187, 191, and 194); (Unit 6, pp. 211, 213, 215, 221, and 223); (Unit 7, pp. 243, 249; p. 251, 253, 257, and 261); (Unit 8, pp. 277 and 279); (Unit 9, pp. 291, 293, 297, 299, 305, and 307); (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 379 and 381); (Unit 13, pp. 397, 399, 401, 407, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, and 437); (Unit 15, pp. 453, 455, 457, 463, and 465); (Unit 16, pp. 481 and 483); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)</p> <p>Dictation/Sentences (description pp. 38-39): (Unit 3, pp. 135 and 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)</p> <p>Introduce New Concepts: (Unit 4, p. 151); (Unit 10, p. 321); (Unit 13, p. 395); and (Unit 15, p. 451)</p> |

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| | <p>Echo/Find Words (description pp. 44-49): (Unit 3, p. 133); (Unit 7, pp. 241, 247, and 255); (Unit 9, p. 303); (Unit 10, p. 331); (Unit 13, p. 405); (Unit 14, p. 431); (Unit 15, p. 461); and (Unit 17, p. 509)</p> <p>Word of the Day (description pp. 56-57): (Unit 3, pp. 135 and 138); (Unit 4: pp. 150, 152, 159, and 160); (Unit 5, pp. 180, 184, 190, and 193); (Unit 6, pp. 208, 215, 218, and 220); (Unit 7, pp. 236, 242, 246, 248, 257, and 258); (Unit 10, pp. 320, 324, 330, and 334); (Unit 11, pp. 348, 352, 359, and 360); (Unit 13, pp. 396, 399, 402, and 406); and (Unit 15, p. 459)</p> <p>Word Talk (description pp. 58-59): (Unit 4, pp. 157 and 166); (Unit 5, pp. 186 and 196); (Unit 6, p. 224); (Unit 7, pp. 250, 252, 260, and 262); (Unit 8: p. 280); (Unit 9, pp. 298 and 308); (Unit 10, pp. 326 and 336); (Unit 11, pp. 354, 362, and 364); (Unit 12, p. 382); (Unit 13, pp. 400 and 410); (Unit 14, pp. 429, 437, and 438); (Unit 15, pp. 452, 456, 464, and 466); (Unit 16, p. 484); and (Unit 17, pp. 503 and 512)</p> <p>Make It Fun (description p. 60): (Unit 3, p. 135); (Unit 4, p. 163); (Unit 5, pp. 187 and 193); (Unit 6, pp. 214 and 221); (Unit 7, pp. 239, 249, and 259); (Unit 10, pp. 323 and 332); (Unit 11, p. 361); (Unit 13, pp. 401 and 407); and (Unit 15, p. 463).</p> <p>Also, students have the opportunity to apply taught skills when using the <i>Foundations</i>® Fluency Kit 2. Also available is the <i>Geodes</i>® Level 2 Classroom Library*, which provides 64 titles that explicitly correspond to the scope and sequence of <i>Foundations</i> for grade 2.</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RF.2.3f</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> | <p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in <i>Foundations</i>) are taught as words to be automatically recognized.</p> <p>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 <i>Foundations</i>® students will learn 81 trick words. This, along with their</p> |

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).

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, 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. 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.

Fundations Readers Level 2

Geodes/ Inside Geodes Level 2

Reading Standards: Foundational Skills
Fluency

Louisiana Standards

Aligned Components of *Foundations*®

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.

Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as **Trick Word Reading**, **Word of the Day**, and **Storytime**. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. *Foundations*® uses a scooping technique to provide a graphical representation of phrasing.

The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

Storytime (description p. 60): (Unit 2, 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);

Louisiana Standards

Aligned Components of *Foundations*®

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| | <p>(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, 434); (Unit 15, pp. 450, 454, 459, and 462); (Unit 16, pp. 478 and 480); and (Unit 17, pp. 496, 498, 504, 506, and 510)</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RF.2.4a</p> <p>Read grade-level text with purpose and understanding.</p> | <p><i>Foundations</i>® intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RF.2.4b</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p><i>Foundations</i>® intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> <p>Also See:</p> <p>Foundations® Fluency Kit 2.</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |
| <p>RF.2.4c</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p><i>Foundations</i>® intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> <p>Foundations® Fluency Kit 2.</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2</p> |

Writing Standards

Text Types and Purposes

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. | Although <i>Foundations</i> ® is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime activity. Storytime (description p. 60): (Unit 4, p. 165); (Unit 11, p. 357); and (Unit 14, p. 435) |
| W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | <i>Foundations</i> ® intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction. |
| W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | Although <i>Foundations</i> ® is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity. Storytime (description p. 60): (Unit 2, p. 117); (Unit 10, p. 333); (Unit 13: p. 409); (Unit 15, p. 461); and (Unit 17, p. 509) |

Writing Standards

Production and Distribution of Writing

Louisiana Standards

Aligned Components of *Foundations*®

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| W.2.4 <i>Begins in Grade 3</i> | |
| W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | <p>Although <i>Foundations</i>® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> |
| W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |

Writing Standards K-5

Research to Build and Present Knowledge Louisiana Standards

Aligned Components of *Foundations*®

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| W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.2.8 Recall information from experiences or gather information from provided sources to answer a question. | Although <i>Foundations</i> ® is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity. Storytime (description p. 60): (Unit 2, p. 117); (Unit 10, p. 333); (Unit 13: p. 409); (Unit 15, p. 461); and (Unit 17, p. 509) |
| W.2.9 <i>Begins in Grade 4</i> | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.2.10 <i>Begins in Grade 3</i> | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Speaking & Listening Standards
Comprehension and Collaboration

| Louisiana Standards | Aligned Components of Foundations® |
|---|--|
| <p>SL.2.1</p> <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> | <p>See SL.2.1a-c below</p> <p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously.</p> <p>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.</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Materials</p> <p>Foundations® Fluency Kit 2. Foundations Readers Level 2 Geodes/ Inside Geodes Level 2</p> |

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| <p>SL.2.1a</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> | <p>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.</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Foundations Readers Level 2 Geodes/ Inside Geodes Level 2.</p> |
| <p>SL.2.1b</p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> | <p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview section (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.</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276);</p> |

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| | <p>(Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Foundations Readers Level 2 Geodes/ Inside Geodes Level 2.</p> |
| <p>SL.2.1c</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | <p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview section (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.</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> <p>Foundations Readers Level 2 Geodes/ Inside Geodes Level 2.</p> |

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| <p>SL.2.2</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> | <p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview section (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.</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Materials Foundations Readers Level 2 Geodes/ Inside Geodes Level 2</p> |
| <p>SL.2.3</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> | <p>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.</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333);</p> |

Louisiana Standards**Aligned Components of Foundations®**

(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)

Foundations Readers Level 2

Geodes/ Inside Geodes Level 2.

Speaking & Listening K-5

Presentation of Knowledge and Ideas

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| <p>SL.2.4</p> <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> | <p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency:</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2.</p> |
| <p>SL.2.5</p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>While audio recordings are not conducted, students do create drawings/visual displays to recount the story and use those to orally retell stories.</p> <p>Storytime (description p. 60): (Unit 2, p. 108); (Unit 4, p. 155); (Unit 5: p. 183); (Unit 6, p. 211); (Unit 9, p. 296); (Unit 10, p. 327); (Unit 11: p. 351); (Unit 13, p. 398); (Unit 14, p. 427); (Unit 15, p. 457); and (Unit 17, pp. 500 and 505)</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2.</p> |

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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)

Foundations Readers Level 2

Geodes/ Inside Geodes Level 2.

Language Standards

Conventions of Standard English

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
|---|---|
| L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.2.1a Use collective nouns (e.g., <i>group</i>). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>) and indefinite pronouns (e.g., <i>anyone, everything</i>). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g. <i>sat, hid, told</i>). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>L.2.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>See L.2.2a-e below</p> |
| <p>L.2.2a</p> <p>Capitalize holidays, product names, and geographic names.</p> | <p>Although <i>Foundations</i>® is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling.</p> <p>Unit Tests: (Unit 1, p. 93); (Unit 2, p.121); (Unit 3, p.139); (Unit 4, p.167); (Unit 5, p. 197); (Unit 6, p. 225); (Unit 7, p. 263); (Unit 8, p. 281); (Unit 9: p. 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)</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 3, pp. 135 and 137); (Unit 4, pp. 153, 155, 157, 161, and 165); (Unit 5, pp. 183, 185, 187, 191, and 194); (Unit 6, pp. 211, 213, 215, 221, and 223); (Unit 7, pp. 243, 249, 251, 253, 257, 261); (Unit 8, pp. 277 and 279); (Unit 9, pp. 291, 293, 297, 299, 305, and 307); (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 379 and 381); (Unit 13, pp. 397, 399, 401, 407, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, and 437); (Unit 15, pp. 453, 455, 457, 463, and 465); (Unit 16, pp. 481 and 483); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2.</p> |
| <p>L.2.2b</p> <p>Use commas in greetings and closings of letters.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>L.2.2c</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>L.2.2d</p> <p>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> | <p>Students learn to segment and spell words in correspondence to decoding patterns.</p> <p>Dictation/Words (description pp. 30-35): (Unit 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; p. 251, 253, 257, and 261); (Unit 8, pp. 277 and 279); (Unit 9, pp. 291, 293, 297, 299, 305, and 307); (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 379 and 381); (Unit 13, pp. 397, 399, 401, 407, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, and 437); (Unit 15, pp. 453, 455, 457, 463, and 465); (Unit 16, pp. 481 and 483); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)</p> <p>Dictation/Sentences (description pp. 38-39): (Unit 1, pp. 81, 87, 89, and 91); (Unit 2, 107, 109, 111, 115, and 119); (Unit 3, pp. 135 and 137); (Unit 4, pp. 153, 155, 157, 161, and 165); (Unit 5, pp. 183, 185, 187, 191, and 194); (Unit 6, pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8, pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 379 and 381); (Unit 13, pp. 397, 399, 401, 407, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, and 437); (Unit 15, pp. 453, 455, 457, 463, and 465); (Unit 16, pp. 481 and 483); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)</p> <p>Echo/Find Words (description pp. 44-49): (Unit 3, p. 133); (Unit 7, pp. 241, 247, and 255); (Unit 9, p.303); (Unit 10: p. 331); (Unit 13, p. 405); (Unit 14, p. 431); (Unit 15, p. 461); and (Unit 17, p. 509)</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2.</p> |
| <p>L.2.2e</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>Students are encouraged to use their Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks.</p> <p>Students are held accountable for words in their Trick Word Dictionary, in</p> |

their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within four groups to support learning (a–f, g–l, m–s, 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, 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)

Language Standards
Knowledge of Language

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

Vocabulary Acquisition and Use

Louisiana Standards

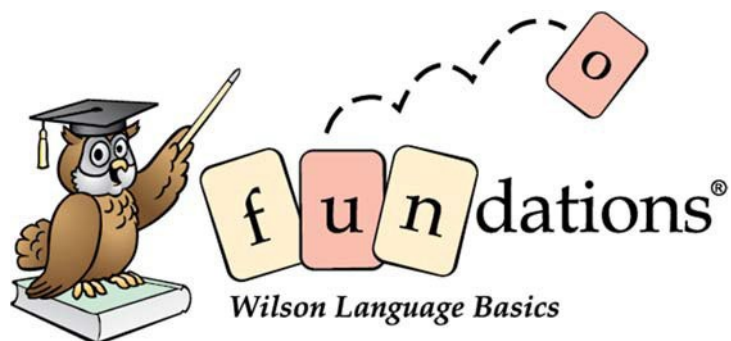
Aligned Components of Foundations®

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| <p>L.2.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> | <p>See L.2.4a-e below</p> |
| <p>L.2.4a</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Materials Foundations Readers Level 2 Geodes/ Inside Geodes Level 2.</p> |
| <p>L.2.4b</p> <p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> | <p>Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in Unit 4 (pp. 142–170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in Unit 5 (pp. 172-200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in Unit 6 (pp. 202-229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in Unit 7 (pp. 230-266) and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description pp. 56-57): (Unit 4, pp. 150, 152, 159, and 160); (Unit 5, pp. 180, 184, 190, and 193); (Unit 6, pp. 208, 215, 218, and 220); and (Unit 7, pp.236, 242, 246, 248, 257, and 258)</p> |

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| | <p>Word Talk (description pp. 58-59): (Unit 4, pp. 157 and 166); (Unit 5, pp. 186 and 196); (Unit 6, p. 224); and (Unit 7, pp. 250, 252, 260, and 262)</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2.</p> |
| <p>L.2.4c</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> | <p>Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, -ed, -ing and comparison suffixes -er and -est are explicitly taught in Unit 4 (pp. 142–170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in Unit 5 (pp. 172–200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in Unit 6 (pp. 202–229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in Unit 7 (pp. 230–266) and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description pp. 56-57): (Unit 4, pp. 150, 152, 159, and 160); (Unit 5, pp. 180, 184, 190, and 193); (Unit 6, pp. 208, 215, 218, and 220); and (Unit 7, pp. 236, 242, 246, 248, 257, and 258)</p> <p>Word Talk (description pp. 58-59): (Unit 4, pp. 157 and 166); (Unit 5, pp. 186 and 196); (Unit 6, p. 224); and (Unit 7, pp. 250, 252, 260, and 262)</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2.</p> |
| <p>L.2.4d</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> | <p>Introduce New Concepts: (Unit 5, pp. 176-177)</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2.</p> |

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| <p>L.2.4e</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> | <p>Students are encouraged to use their Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed.</p> <p>Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within four groups to support learning (a–f, g–l, m–s, 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.</p> <p>Word of the Day (description p. 56): (Unit 4, pp. 150, 152, 159, and 160); (Unit 5, pp. 180, 184, 190, and 193); (Unit 6, pp. 215, 218, and 220); (Unit 7, pp. 257 and 258); (Unit 8, pp. 274 and 278); (Unit 9, pp. 292, 294, 302, and 306); (Unit 10, pp. 320, 324, 330, and 334); (Unit 11, 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, 434); (Unit 15, pp. 450, 454, 459, and 462); (Unit 16, pp. 478 and 480); and (Unit 17, pp. 496, 498, 504, 506, and 510)</p> <p>Look Words Up in Student Notebook Level 2 (description p. 54)</p> |
| <p>L.2.5</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> | <p>See L.2.5a-b below</p> |
| <p>L.2.5a</p> <p>Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> | <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> |

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| | <p>Also see Fluency Kit 2</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2.</p> |
| <p>L.2.5b</p> <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> | <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Materials and Books to Remember Set 2.</p> |
| <p>L.2.6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> | <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453, 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509)</p> <p>Also see Fluency Kit 2 Materials</p> <p>Foundations Readers Level 2</p> <p>Geodes/ Inside Geodes Level 2.</p> |



Fundations® LEVEL 3 Program

Alignment to the Louisiana Student
Standards for English Language Arts,
adopted 2019

Reading Standards for Literature

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
|--|---|
| RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| RL.3.6 Distinguish the student’s point of view from that of the narrator or those of the characters. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Reading Standards for Literature
Craft and Structure

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

Reading Standards for Literature
Integration of Knowledge and Ideas

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| RL.3.8 <i>Not applicable to literature.</i> | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | <i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program. |

Reading Standards for Literature

Range of Reading and Level of Text Complexity

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | <i>Foundations</i> ® considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules. |

Reading Standards for Informational Text

Key Ideas and Details

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
|---|--|
| RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program. |
| RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | <i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program. |
| RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | <i>Foundations</i> ® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program. |

Reading Standards for Informational Text
Craft and Structure

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

Reading Standards for Informational Text
Integration of Knowledge and Ideas

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
|---|---|
| RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence). | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Louisiana Standards**Aligned Components of *Fundations*®****RI.3.9**

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 Standards for Informational Text**Range of Reading and Level of Text Complexity****Louisiana Standards****Aligned Components of *Fundations*®****RI.3.10**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Fundations® considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Reading Standards: Foundational Skills**Print Concepts****Louisiana Standards****Aligned Components of *Fundations*®****RF.3.1**

Not applicable at this grade level.

Fundations® considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Reading Standards: Foundational Skills**Phonological Awareness****Louisiana Standards****Aligned Components of *Fundations*®****RF32.2**

Not applicable at this grade level.

Fundations® considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Reading Standards: Foundational Skills

Phonics and Word Recognition

Louisiana Standards

Aligned Components of *Foundations*®

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| RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. | <i>This indicator is addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts.</i> |
| RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. | <i>Supplemental material is necessary to address this standard thoroughly.</i> Foundations® explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con-, dis-, un-, en-, em-, ex-, in-, im-, il-, ir-, mis-, non-, sub-, trans-, de-, e-, pre-, pro-, and re- , beginning in the Bonus Unit (see Bonus Unit Introduction , 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) |
| RF.3.3b Decode words with common Latin suffixes. | <i>This indicator is addressed as a part of the Wilson Foundations® materials as well as the Geodes readable texts.</i> Foundations® explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (see Unit 2, pp.114–151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are |

addressed in *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)

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)

RF.3.3c

Decode multisyllable words.

In *Foundations*®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts 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). *Foundations*® activities for decoding words with these syllable types include: **Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play** and **Make It Fun** activities.

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)

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)

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| | <p>Word Talk (description p. 68): (Unit 4, pp. 182 and 192); (Unit 5, pp. 210 and 220); (Unit 6, pp. 238, 248, and 258); (Unit 7, pp. 304 and 314); (Unit 8, pp. 342 and 352); (Unit 9, pp. 372 and 382); (Unit 10, pp. 422 and 432); (Unit 11, pp. 452 and 462); (Unit 12, pp. 480 and 490); (Unit 13, pp. 510, 514, and 520); and (Unit 14, pp. 540 and 550)</p> <p>Make It Fun (description p. 70): (Unit 3, p. 164); (Unit 4, pp. 181 and 189); (Unit 5, pp. 209 and 218); (Unit 6, pp. 249 and 256); (Bonus Unit, pp. 274, 276, and 283); (Unit 7, pp. 305 and 311); (Unit 8, pp. 333, 343, and 351); (Unit 9, pp. 373, 383, and 392); (Unit 10, pp. 412, 423, and 431); (Unit 12, p. 481); (Unit 13, pp. 511 and 517); and (Unit 14, pp. 541 and 549)</p> <p>Word Play (description p. 70): (Unit 5, p. 208) and (Bonus Unit, p. 278)</p> |
| <p>RF.3.3d</p> <p>Read grade-appropriate irregularly spelled words.</p> | <p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in <i>Fundations</i>) are taught as words to be automatically recognized in <i>Fundations</i>® Levels K, 1, and 2. By the end of Level 2, <i>Fundations</i>® students are prepared 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.</p> |

Reading Standards: Foundational Skills
Fluency

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| <p>RF.3.4</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> | <p>In order to build accuracy and fluency to support comprehension, so that students are fluent and accurate reading Grade 3 texts, Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics.</p> <p>Structured literacy includes synthetic, systematic phonics instruction but it goes well beyond learning phonics for initial decoding. Many phonics programs teach sounds and can “check off the box” for grade-level phonics but are often insufficient because they fall significantly short of teaching word structure beyond sounds, and do not teach decoding and spelling concurrently. Foundations, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.</p> <p>Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3.</p> <p>Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes.</p> <p>Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options. This is</p> <p>important for students to efficiently read longer, unfamiliar words as their reading skills progress and the complexity of grade-level text increases</p> <p>Foundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, beginning in the Bonus Unit (see Bonus Unit Introduction: p. 264). Words with taught prefixes are included in word resources for use in all decoding</p> |

activities following the Bonus Unit. (Resources: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). 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: p. 269; p. 273; p. 280; p. 282; p. 284-285) Make It Fun (description p.70): (Bonus

Unit: p. 274; p. 276; p. 283)

Foundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (see Unit 2 p.114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 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: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p.434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) 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: p. 118-119; p. 120-121; p. 122-123; p. 125; p. 126; p. 129; p.131; p. 133; p. 139; p. 141) (Unit 4: p. 175; p. 178-179; p. 184-185; p. 188-189) (Bonus Unit: p. 269; p. 280-281) (Unit 7: p. 296 -297; p.298-299; p.306-307; p.308) (Unit 8; p.329) (Unit 9: p.376; p.384-385; p.388-389) (Unit 10: p. 426-427) (Unit 12: p. 487), (Unit 14: p.542-543) Word of the Day (description p. 66):

(Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p.

328; p. 330; p.332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p.546; p. 548) Word Talk (description p. 68): (Unit 2: p.128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258),(Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452;p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) Make It Fun(description p.70): (Unit 2: p. 127; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p.

311), (Unit8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).

In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts 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: p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities for decoding words with these syllable types include: 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: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251),(Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p.427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Introduce New Concepts (description p. 70) (Unit 3: p. 160-161) (Unit 4: p. 174-175; p. 178-179; p. 188-189) (Unit 5: p. 202- 203; p. 217) (Unit 6: p. 230-231; p.232; p.237; p.240-241; p.250- 251; p.255) (Bonus Unit: p. 269; p. 270; p. 273; p.280; p. 282-283; p. 284-285) (Unit 7: p. 296-297; p.298-

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

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared 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

.Note: With the foundational skills acquired from the cumulative Foundations® curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read

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| | <p>in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive 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 Foundations® Teacher’s Manual Introduction—Skills Taught in Foundations: Fluency, pp. 5-6.)</p> |
| <p>RF.3.4a</p> <p>Read on-level text with purpose and understanding.</p> | <p>In order to build accuracy and fluency to support comprehension, so that students are fluent and accurate reading Grade 3 texts, Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics.</p> <p>Structured literacy includes synthetic, systematic phonics instruction but it goes well beyond learning phonics for initial decoding. Many phonics programs teach sounds and can “check off the box” for grade-level phonics but are often insufficient because they fall significantly short of teaching word structure beyond sounds, and do not teach decoding and spelling concurrently. Foundations, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.</p> <p>Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3.</p> <p>Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes.</p> <p>Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options. This is</p> <p>important for students to efficiently read longer, unfamiliar words as their</p> |

reading skills progress and the complexity of grade-level text increases

Foundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, beginning in the Bonus Unit (see Bonus Unit Introduction: p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (Resources: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). 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: p. 269; p. 273; p. 280; p. 282; p. 284-285) Make It Fun (description p.70): (Bonus Unit: p. 274; p. 276; p. 283)

Foundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (see Unit 2 p.114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 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: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p.434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) 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: p. 118-119; p. 120-121; p. 122-123; p. 125; p. 126; p. 129; p.131; p. 133; p. 139; p. 141)

(Unit 4: p. 175; p. 178-179; p. 184-185; p. 188-189) (Bonus Unit: p. 269; p. 280-281) (Unit 7: p. 296 -297; p.298-299; p.306-307; p.308) (Unit 8; p.329) (Unit 9: p.376; p.384-385; p.388-389) (Unit 10: p. 426-427) (Unit 12: p. 487), (Unit 14: p.542-543) Word of the Day (description p. 66):

(Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p.332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p.546; p. 548) Word Talk (description p. 68): (Unit 2: p.128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) Make It Fun (description p.70): (Unit 2: p. 127; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).

In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts 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: p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities for decoding words with these syllable types include: 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: p. 177; p. 187),

(Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Introduce New Concepts (description p. 70) (Unit 3: p. 160-161) (Unit 4: p. 174-175; p. 178-179; p. 188-189) (Unit 5: p. 202- 203; p. 217) (Unit 6: p. 230-231; p.232; p.237; p.240-241; p.250- 251; p.255) (Bonus Unit: p. 269; p. 270; p. 273; p.280; p. 282-283; p. 284-285) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8: p. 324-325; p.334-335; p.336; p.344-345) (Unit 9: p. 364-365; p.368-369; p.374; p.384-385; p.388-389) (Unit 10: p. 404-405; p. 407; p. 417; p. 424-425; p. 426-427; p. 429) (Unit 12: p. 472; p.474; p.482-483; p. 484-485) (Unit 13: p. 502; p.507; 512-513) (Unit 14: p. 532-533; p.542-543) Word of the Day (description p. 66): (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p.310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p.390), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p.478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) Word Talk (description p. 68): (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p.304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) Make It Fun (description p.70): (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p.412; p. 423; p. p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 517),

(Unit 14: p. 541; p. 549) Word Play (description p.70): (Unit 5: p. 208), (Bonus Unit: p. 278).

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In

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| | <p>Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the Trick Words activity</p> <p>.Note: With the foundational skills acquired from the cumulative <i>Foundations</i>® 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. <i>Foundations</i>® 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 <i>Foundations</i>® Teacher’s Manual Introduction–Skills Taught in Foundations: Fluency, pp. 5-6.)</p> |
| <p>RF.3.4b</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>RF.3.4c</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |

Writing Standards

Text Types and Purposes

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| <p>W.3.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> | <p>See W.3.1a-d below</p> |
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Louisiana Standards

Aligned Components of *Foundations*®

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| <p>W.3.1a</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>W.3.1b</p> <p>Provide reasons that support the opinion.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>W.3.1c</p> <p>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>W.3.1d</p> <p>Provide a concluding statement or section.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>W.3.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> | <p>See W.3.2a-d below</p> |
| <p>W.3.2a</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>W.3.2b</p> <p>Develop the topic with facts, definitions, and details.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>W.3.2c</p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>W.3.2d</p> <p>Provide a concluding statement or section.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.3.3c Use temporal words and phrases to signal event order. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.3.3d Provide a sense of closure. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Writing Standards

Production and Distribution of Writing

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

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| W.3.6 With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
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Writing Standards K-5

Research to Build and Present Knowledge

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

Speaking & Listening Standards

Comprehension and Collaboration

| Louisiana Standards | Aligned Components of Foundations® |
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| <p>SL.3.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> | <p>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. Refer to the Learning Activity Overview section (pp. 31–70) and the Introduction (pp. 1–30).</p> |
| <p>SL.3.1a</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>SL.3.1b</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>SL.3.1c</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>SL.3.1d</p> <p>Explain their own ideas and understanding in light of the discussion.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |

Louisiana Standards**Aligned Components of *Foundations*®****SL.3.2**

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.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Speaking & Listening K-5

Presentation of Knowledge and Ideas

Louisiana Standards

Aligned Components of Foundations®

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| SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| SL.3.5 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. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |

Language Standards

Conventions of Standard English

Louisiana Standards

Aligned Components of Foundations®

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| L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | See L.3.1a-i below |
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Louisiana Standards

Aligned Components of *Foundations*®

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| <p>L.3.1a</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.3.1b</p> <p>Form and use regular and irregular plural nouns.</p> | <p>Foundations® students learn to form plurals with -s and -es, as well as to form irregular plural nouns. Please see Unit 2 Introduction (pp. 114–115) and Introduce New Concepts (Unit 2, p.118).</p> |
| <p>L.3.1c</p> <p>Use abstract nouns (e.g., childhood).</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.3.1d</p> <p>Form and use regular and irregular verbs.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.3.1e</p> <p>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> | <p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations activities for encoding words with these syllable types include: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to</p> |

provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Also, Foundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3. Dictation/Words (description p. 34; p. 36; p. 38): (Orientation: p. 81; p. 83), (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369;

Std. # Standard Language Primary Citations

p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p.

389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Echo/Find Words (description p. 48; p. 50; p. 52): (Orientation p. 79),), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Introduce New Concepts (description p. 70): (Unit 1: p. 105) (Unit 3: p. 157; p. 158-159 p. 162) (Unit 4: p. 175; p. 178-179; p. 184-185) (Unit 5: p. 204-205; p. 212-213) (Unit 6: p. 234-235; p. 242; p. 252) (Bonus Unit: p. 271; p. 273; p. 283) (Unit 7: p. 296-297; p. 298-299; p. 308) (Unit 8: p. 326; p. 328-329; p. 346-347) (Unit 9: p. 366-367; p. 375; p. 376-377; p. 386; p. 388-389) (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427) (Unit 11: p. 444-445; p. 446-447; p. 457) (Unit 12: p. 473; p. 485; p. 486-487) (Unit 13: p. 504; p. 515) (Unit 14: p. 534-535; p. 544-545) Make It Fun (description p. 70): (Unit 2: p. 127; p. 144) (Unit 4: p. 181, p. 189), (Unit 5: p. 209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 11: p. 453; p. 463), (Unit 12: p. 481; p. 487; p. 491), (Unit 13: p. 517), (Unit 14: p. 549).

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are

taught as words to be automatically recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and there is an option for supplemental support with the Trick Words activity (description p. 64-65). Dictations/Sound Alike & Trick Words (description p. 40): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331;

Std. # Standard Language Primary Citations

p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389;

Louisiana Standards

Aligned Components of *Foundations*®

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| | <p>p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549).</p> |
| <p>L.3.1f</p> <p>Ensure subject-verb and pronoun-antecedent agreement.</p> | <p><i>Foundations</i>® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</p> |
| <p>L.3.1g</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> | <p>Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: Introduce New Concepts (Unit 2 p.122, p.125, p.127, p.131) (Unit 4 p.178 p.184) (Unit 7 p.308) (Unit 10 p.426) (Unit 14 p.542), Word of the Day (Unit 4 p.176, p.180 p.186 p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 9 p.368, p.370, p.378, p.380, p.390) (Unit 10 p.407, p.410, p.418, p.420, p.428, p.430) (Unit 14 p.536, p.538, p.546, p.548), Word Talk (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.242, p.252) (Unit 9 p.373, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.520) (Unit 14 p.540, p.550)</p> |

| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |
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| L.3.1b Form and use regular and irregular plural nouns. | Foundations® students learn to form plurals with -s and -es, as well as to form irregular plural nouns. Please see Unit 2 Introduction (pp. 114–115) and Introduce New Concepts (Unit 2, p.118). |
| L.3.1c Use abstract nouns (e.g., childhood). | Introduce New Concepts: (Unit 5: p. 176-177) |
| L.3.1d Form and use regular and irregular verbs. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.3.1f Ensure subject-verb and pronoun-antecedent agreement. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: Introduce New Concepts: (Unit 2, pp. 122, 125, 127, and 131); (Unit 4, pp.178 and 184); (Unit 7, p.308); (Unit 10, p. 426); and (Unit 14, p. 542) Word of the Day: (Unit 4, pp. 176, 180, 186, and 190); (Unit 7, pp. 300, 302, 310, and 312); (Unit 9, pp. 368, 370, 378, 380, and 390); (Unit 10, pp. 407, 410, 418, 420, 428, and 430); and (Unit 14, pp. 536, 538, 546, and 548) Word Talk: (Unit 4, pp. 182 and 192); (Unit 5, pp. 210 and 220); (Unit 6, pp. 238, 248, and 258); (Unit 7, pp. 304 and 314); (Unit 8, pp. 242 and 252); (Unit 9, pp. 373 and 382); (Unit 10, pp. 422 and 432); (Unit 11, pp. 452 and 462); (Unit 12, pp. 480 and 490); (Unit 13, pp. 510 and 520); and (Unit 14, pp. 540 and 550) |
| Louisiana Standards | Aligned Components of <i>Foundations</i> ® |

Louisiana Standards

Aligned Components of *Foundations*®

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| <p>L.3.1h</p> <p>Use coordinating and subordinating conjunctions.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.3.1i</p> <p>Produce simple, compound, and complex sentences.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.3.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>See L.3.1a-g below</p> |
| <p>L.3.2a</p> <p>Capitalize appropriate words in titles.</p> | <p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations activities for encoding words with these syllable types include: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Also,</p> |

Foundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.

Dictation/Words (description p. 34; p. 36; p. 38): (Orientation: p. 81; p. 83), (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313),

(Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)

Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Echo/Find Words (description p. 48; p. 50; p. 52): (Orientation p. 79),), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10:

p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) Guess Which One (description p. 56):
 (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Introduce New Concepts (description p. 70): (Unit 1: p. 105) (Unit 3: p. 157; p. 158-159 p. 162) (Unit 4: p. 175; p. 178-179; p. 184-185) (Unit 5: p. 204-205; p. 212-213) (Unit 6: p.234-235; p.242; p. 252) (Bonus Unit: p. 271; p. 273; p. 283) (Unit 7: p. 296-297; p.298-299; p.308) (Unit 8: p.326; p.328-329; p.346-347) (Unit 9: p.366-367; p.375; p.376-377; p.386; p. 388-389) (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427) (Unit 11: p. 444-445; p.446-447; p.457) (Unit 12: p. 473; p.485; p.486-487) (Unit 13: p.504; p.515) (Unit 14: p.534-535; p.544-545) Make It Fun (description p. 70): (Unit 2: p. 127; p. 144) (Unit 4: p. 181, p.189), (Unit 5: p. 209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 11: p. 453; p. 463), (Unit 12: p. 481; p. 487; p. 491), (Unit 13: p. 517), (Unit 14: p. 549).
 Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and there is an option for supplemental support with the Trick

Words activity (description p. 64-65).
 Dictations/Sound Alike & Trick Words (description p. 40): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)
 Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549).

L.3.2b

Use commas in addresses.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

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| <p>L.3.2c</p> <p>Use commas and quotation marks in dialogue.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.3.2d</p> <p>Form and use possessives.</p> | <p><i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i></p> |
| <p>L.3.2e</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> | <p>In Foundations[®], encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs); r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations[®] activities for encoding words with these syllable types include: Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up); Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound.</p> <p>The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Also, Foundations[®] systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.</p> <p>Dictation/Words (description pp. 34, 36, and 38): (Orientation, pp. 81and 83); (Unit 1, pp. 95, 97, 99, and 107); (Unit 2, pp. 125, 127, 133, 135, 137, 143, and 145); (Unit 3, p. 163); (Unit 4, pp. 179, 181, 183, 187, 189, and 191); (Unit 5, pp. 205, 207; 209, 211, and 219); (Unit 6, pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7, pp. 301, 303, 305, 311, and 313);</p> |

(Unit 8, pp. 327, 329, 331, 333, 337, 339, 341, 343; p. 347, 349, 351); (Unit 9, pp. 369; p. 429, 431); (Unit 11, pp. 449, 451, 453, 459, and 461); (Unit 12, pp. 477, 479, 481, and 489); (Unit 13, pp. 507, 509, 511, 517, and 519); (Unit 14, pp. 535, 537, 539, 541, 545, 547, and 549)

Dictation/Sentences (description p. 42): (Unit 1, pp. 95, 97, 99, and 107); (Unit 2, pp. 125, 127, 135, 137, 143, and 145); (Unit 3, p. 163); (Unit 4, pp. 179, 181, 183, 187, 189, and 191); (Unit 5, pp. 205, 207; 209, 211, and 219); (Unit 6, pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit, pp. 275, 277, 281, and 285); (Unit 7, pp. 301, 303, 305, 311, and 313); (Unit 8, pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9, pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10, pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11, pp. 449, 451, 453, 459, and 461); (Unit 12, pp. 477, 479, 481, and 489); (Unit 13, pp. 507, 509, 511, 517, and 519); and (Unit 14: p. 535, 537, 539, 541, 545; 547, and 549)

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized in Foundations® Levels K, 1, and 2. By the end of Level 2, Foundations® students are prepared to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the **Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up)** activities, and there is an option for supplemental support with the **Trick Words** activity (description pp. 64-65).

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

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| | <p>Dictation/Sentences (description p. 42): (Unit 1, pp. 95, 97, 99, and 107); (Unit 2, pp. 125, 127, 135, 137, 143, and 145); (Unit 3, p. 163); (Unit 4, pp. 179, 181, 183, 187, 189, and 191); (Unit 5, pp. 205, 207; 209, 211, and 219); (Unit 6, pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit, pp. 275, 277, 281, and 285); (Unit 7, pp. 301, 303, 305, 311, and 313); (Unit 8, pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9, pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10, pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11, pp. 449, 451, 453, 459, and 461); (Unit 12, pp. 477, 479, 481, and 489); (Unit 13, pp. 507, 509, 511, 517, and 519); and (Unit 14: p. 535, 537, 539, 541, 545; 547, and 549)</p> |
| <p>L.3.2f</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> | <p>In Foundations[®], encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant- e, open, vowel team (digraphs and diphthongs); r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations[®] activities for encoding words with these syllable types include: Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up); Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.</p> <p>For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>Also, Foundations[®] systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.</p> <p>Dictation/Words (description pp. 34, 36, and 38): (Orientation, pp. 81 and 83); (Unit 1, pp. 95, 97, 99, and 107); (Unit 2, pp. 125, 127, 133, 135, 137, 143, and 145); (Unit 3, p. 163); (Unit 4, pp. 179, 181, 183, 187, 189, and 191); (Unit 5, pp. 205, 207; 209, 211, and 219); (Unit 6, pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7, pp. 301, 303, 305, 311, and 313); (Unit 8, pp. 327, 329, 331, 333, 337, 339, 341, 343; p. 347, 349, 351); (Unit 9, pp. 369;p.</p> |

429, 431); (Unit 11, pp. 449, 451, 453, 459, and 461); (Unit 12, pp. 477, 479, 481, and 489); (Unit 13, pp. 507, 509, 511, 517, and 519); (Unit 14, pp. 535, 537, 539, 541, 545, 547, and 549)

Dictation/Sentences (description p. 42): (Unit 1, pp. 95, 97, 99, and 107); (Unit 2, pp. 125, 127, 135, 137, 143, and 145); (Unit 3, p. 163); (Unit 4, pp. 179, 181, 183, 187, 189, and 191); (Unit 5, pp. 205, 207; 209, 211, and 219); (Unit 6, pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit, pp. 275, 277, 281, and 285); (Unit 7, pp. 301, 303, 305, 311, and 313); (Unit 8, pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9, pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10, pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11, pp. 449, 451, 453, 459, and 461); (Unit 12, pp. 477, 479, 481, and 489); (Unit 13, pp. 507, 509, 511, 517, and 519); and (Unit 14: p. 535, 537, 539, 541, 545; 547, and 549)

Echo/Find Words (description pp. 48, 50, and 52): (Orientation p. 79); (Unit 4, p. 185); (Unit 5, p. 215); (Bonus Unit, pp. 268 and 279); (Unit 9, p. 379); (Unit 10: p. 419); (Unit 11, p. 449 and 459); (Unit 12, p. 475); and (Unit 13, p. 505)

Guess Which One (description p. 56): (Orientation, pp. 81); (Unit 1, pp. 95 and 101); (Unit 2, pp. 123, 133, and 141); (Unit 3, p. 161); (Unit 4, pp. 177 and 187); (Unit 5, pp. 205 and 213); (Unit 6, pp. 233, 243, and 251); (Unit 7, pp. 299 and 309); (Unit 8, pp. 327, 337, and 387); (Unit 9, pp. 367, 377, and 387); (Unit 10, pp. 407, 417, and 427); (Unit 11, pp. 447 and 457); (Unit 12, pp. 475 and 485); (Unit 13, pp. 503 and 513); and (Unit 14, pp. 533 and 543)

Introduce New Concepts (description p. 70): (Unit 1, p. 105); (Unit 3, pp. 157, 158-159, and 162); (Unit 4, pp. 175, 178-179, and 184-185); (Unit 5, pp. 204-205 and 212-213); (Unit 6, pp. 234-235, 242, and 252) (Bonus Unit, pp. 271, 273, and 283); (Unit 7, pp. 296-297, 298-299, and 308); (Unit 8, pp. 326, 328-329, and 346-347); (Unit 9, pp. 366-367, 375, 376-377, 386, and 388-389); (Unit 10, pp. 406, 408-409, 414-415, 416, and 426-427); (Unit 11, pp. 444-445, 446-447, and 457); (Unit 12, pp. 473, 485, and 486-487); (Unit 13, pp. 504 and 515); and (Unit 14, pp. 534-535 and 544-545)

Make It Fun (description p. 70): (Unit 2, pp. 127 and 144); (Unit 4, pp. 181, and 189); (Unit 5, p. 209); (Bonus Unit, pp. 274, 276, 283, 285, and 286); (Unit 7, p. 311); (Unit 8, pp. 333 and 343); (Unit 8, pp. 333, 343, and 351); (Unit 9, pp. 373, 383,

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| | and 392); (Unit 10, pp. 412, 423, and 431); (Unit 11, pp. 453 and 463); (Unit 12, pp. 481, 487, and 491); (Unit 13, p. 517); and (Unit 14, p. 549). |
| <p>L.3.2g</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010); so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the Guess Which One activity in all Units.</p> <p>Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. See Introduce New Concepts (Unit 5, pp. 214–215 and 217) and Make It Fun activities (Unit 5, p. 218; Unit 10, pp. 412 and 423; Unit 13, p. 517; and Unit 14, p. 549)</p> <p>Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as <i>Foundations</i>® classroom posters, Cursive Writing Desk Strips, etc. Refer to Foundations® Introduction–Skills Taught in Foundations (pp. 4, 5, and 8) and Foundations® Introduction–Student Success (p. 11).</p> <p>Guess Which One (description p. 56): (Orientation, pp. 81); (Unit 1, pp. 95 and 101); (Unit 2, pp. 123, 133, and 141); (Unit 3, p. 161); (Unit 4, pp. 177 and 187); (Unit 5, pp. 205 and 213); (Unit 6, pp. 233, 243, and 251); (Unit 7, pp. 299 and 309); (Unit 8, pp. 327, 337, and 387); (Unit 9, pp. 367, 377, and 387); (Unit 10, pp. 407, 417, and 427); (Unit 11, pp. 447 and 457); (Unit 12, pp. 475 and 485); (Unit 13, pp. 503 and 513); and (Unit 14, pp. 533 and 543)</p> <p>Word of the Day (description p. 66): (Unit 1, pp. 94, 96, 101, and 106); (Unit 2, pp. 122, 124, 132, 135, 140, and 142); (Unit 3, p. 162); (Unit 4, pp. 176, 180, 186, and</p> |

Louisiana Standards

Aligned Components of *Foundations*®

190); (Unit 5, pp. 206 and 216); (Unit 6, pp. 234, 236, 244, 246, 254, and 257); (Unit 7, pp. 300, 302, 310, and 312); (Unit 8, pp. 328, 330, 332, 338, 340, 348, and 350); (Unit 9, pp. 368, 370, 378, 380, and 390); (Unit 10, pp. 407, 410, 418, 420, 428, and 430); (Unit 11, pp. 448, 450, 455, and 460); (Unit 12: pp. 476, 478, 486, and 488); (Unit 13, pp. 506, 508, 516, and 518); and (Unit 14, pp. 536, 538, 546, and 548)

Language Standards

Knowledge of Language

Louisiana Standards

Aligned Components of *Foundations*®

L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

See L.3.3a-b below

L.3.3a

Choose words and phrases for effect.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

L.3.3b

Recognize and observe differences between the conventions of spoken and written standard English.

Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

Language Standards

Vocabulary Acquisition and Use

Louisiana Standards

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| L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | See L.3.4a-d below |
| L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. | <i>Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.</i> |
| L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | <p>Foundations® provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus.</p> <p>See Bonus Unit (pp. 264–291); Unit 2 (pp. 114–151); Unit 4 (pp. 170–197); Unit 9 (pp. 360–398); and Unit 14 (pp. 528–555). During Word of the Day and Word Talk activities in these units, teachers discuss the meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2, pp. 122, 124, 132, 135, 140, and 142); (Unit 4, pp. 176, 180, 186, and 190); (Unit 9, pp. 368, 370, 378, 380, and 390); and (Unit 14, pp. 536, 538, 546, and 548)</p> <p>Word Talk (description p. 68): (Unit 2, pp. 128, 136, 138, and 146); (Unit 4, pp. 182 and 192); (Unit 9, pp. 372 and 382); and (Unit 14, pp. 540 and 550)</p> |

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| <p>L.3.4c</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> | <p><i>Foundations</i>® provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus.</p> <p>See Bonus Unit (pp. 264–291); Unit 2 (pp. 114–151); Unit 4 (pp. 170–197); Unit 9 (pp. 360–398); and Unit 14 (pp. 528–555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2, pp. 122, 124, 132, 135, 140, and 142); (Unit 4, pp. 176, 180, 186, and 190); (Unit 9, pp. 368, 370, 378, 380, and 390); and (Unit 14, pp. 536, 538, 546, and 548)</p> <p>Word Talk (description p. 68): (Unit 2, pp. 128, 136, 138, and 146); (Unit 4, pp. 182 and 192); (Unit 9, pp. 372 and 382); and (Unit 14, pp. 540 and 550)</p> |
| <p>L.3.4d</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> | <p>Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010); so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the Guess Which One activity in all Units.</p> <p>Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. See Introduce New Concepts (Unit 5, pp. 214–215 and 217).</p> <p>Make It Fun: (Unit 5, p. 218); (Unit 10, pp. 412 and 423); (Unit 13, p. 517); and (Unit 14, p. 549)</p> <p>Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce</p> |

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

Louisiana Standards

Aligned Components of *Foundations*®

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