# Wilson Fundations® Program Alignment to the Wisconsin Standards for English Language Arts with a focus on Reading Standards for Foundational Skills for Grades K–3, adopted 2020

Fundations® thoroughly and systematically solidifies students' foundational skills, spelling, and handwriting using a research-based **Structured Literacy** approach. Additionally, the program reinforces and supports other English language arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach. It is designed to be combined with a literature-based language arts program to address comprehension and writing more thoroughly.

The power of Fundations is *not just the what, but the how*. Principles and methods of Structured Literacy include explicit, systematic, cumulative, hands-on, engaging, multimodal, diagnostic, and responsive instruction. In Fundations, skills overlap and are taught in an integrated fashion so that a **daily 30–35-minute lesson** teaches and then reinforces many corresponding skills. The daily rotation of learning activities results in varied and repeated practice that use a multimodal approach with engaging materials.

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

Fundations provides **high quality instructional materials**. Significant features include:

- Each Level of Fundations has a Teacher's Manual for its year-long curriculum with a detailed scope and sequence for all Units.
- Each day has a lesson plan roadmap with a comprehensive two-page presentation, including a quick-glance for the day's activities and required teacher and student materials.
- A companion website provides teachers with additional resources and support, including printable materials, animations and video demonstrations, and discussion boards.
- Program manipulatives ensure all skills and concepts are taught and reinforced through visual, auditory, tactile, and kinesthetic senses.
- A Home Support Packet provides teachers with a letter and accompanying material for each Unit in each Level.
- Differentiated instruction is provided for advanced and struggling students, English learners (ELs), and students with a language-based learning disability. Suggestions appear in learning activities sections and Unit introductions in the Teacher's Manual and on the web-based Learning Community.
- Fundations provides assessments of student mastery with weekly diagnostic checks and Unit tests. At-risk students receiving small-group Tier 2 Fundations are assessed with the Fundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.

# Fundations® LEVEL K Program

Alignment to the Wisconsin Standards for English Language Arts with a focus on Reading Standards for Foundational Skills, adopted 2020

## Reading Standards: Foundational Skills

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

| Std. # | Standard Language | Primary Citations |
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| RF.K. 1.a. | Demonstrate understanding of the organization and basic features of print. *Follow words from left to right, top to bottom, and page by page.* | **Storytime** activities recommend books and direct teachers to discuss print and book awareness such as:<br><br>• **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)<br><br>• **Make it Fun** (Unit 5: pp. 395 and 405)<br><br>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)<br><br>The *Geodes® Level K Classroom Library\**, which specifically aligns with the scope and sequence of Fundations provides practice in following words from left to right, top to bottom, and page by page.<br><br>Print awareness in Fundations is also demonstrated and reinforced during several activities that use Sentence Frames including **Teach Trick Words, Trick Word Practice, Word Play-Word Awareness, Word Play – Read Sentences,** and **Dictation/Sentences.** These activities emphasize that sentences are read left to right, words are separated by print.<br><br>• **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)<br><br>• **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)<br><br>• **Word Play – Word Awareness:** (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180) |

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| | | • **Word Play – Read Sentences:** (Unit 4: pp. 317, 327, and 336) and (Unit 5: pp. 352, 359, 363, 369, 373, 378, 383, 385, 389, 393, 399, and 403) |
| | | • **Word Play – Sentence Dictation/Write Sentences:** (Unit 5: pp. 359, 361, 369, 371, 373, and 381) |
| | | • **Dictation/Sentences (description p. 28):** (Unit 5: pp. 351, 379, 383, 389, 393, 395, 399, 403, and 405) |
| | | • **Make it Fun – Change the Sentence:** (Unit 5: pp. 355, 365, and 375) |
| | | Additional activities are provided in the **Home Support Packet** (pp. 16 and 112) |
| | | *Geodes® Level K Classroom Library\** aligns with the scope and sequence of Fundations Level K. The routine for The Duet Books includes print awareness. (See **Inside Geodes® Level K**, p. 27.) |
| RF.K.1.b. | Demonstrate understanding of the organization and basic features of print. ***Recognize that spoken words are represented in written language by specific sequences of letters.*** | Fundations explicitly *demonstrates* that written and spoken words are made of up letters. The use of manipulatives (e.g., 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. |
| | | • **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, 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) |
| | | • **Introduce New Concepts**: (Unit 2 p. 190); (Unit 3: p. 263); (Unit 4: p. 302); and (Unit 5: p. 349) |
| | | • **Echo/Find Words (description p. 34)**: (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, 289); (Unit 4: pp. 307, 313, 315, 322–323, 325, 333 and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401) |
| | | • **Dictation/Words (description p. 26):** (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405) |
| | | •  **Introduce New Concepts:** (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332) |
| | | Additional **Make it Fun** activities support the skill of students blending spoken phonemes to form one-syllable words: (Unit 2: pp. 197 and 216); (Unit 3: pp. 253 and 283); and (Unit 4: pp. 327 and 337). |
| | | 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) |

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| | | • **Make it Fun:** (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293)<br><br>Additional activities are provided in the **Home Support Packet** (pp. 38, 57, 89, and 95) and online teacher companion resource community called the Online Fundations Learning Community. |
| RF.K.1.c. | Demonstrate understanding of the organization and basic features of print. ***Understand that words are separated by spaces in print.*** | Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play- Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence:<br><br>• **Teach Trick Words (description p. 44):** (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401)<br><br>• **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)<br><br>• **Word Play – Word Awareness** (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)<br><br>• **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)<br><br>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right.<br><br>• **Word Play – Sentence Dictation/Write Sentences:** (Unit 5: pp 359, 361, 369, 371, 373, and 381)<br><br>• **Dictation/Sentences (description p. 28):** (Unit 5: pp. 351, 379, 383, 389, 393, 395, 399, 403, and 405)<br><br>• **Make it Fun-Change the Sentence:** (Unit 5: pp. 355, 365, and 375)<br><br>Recognition that words are separated by spaces in print occur during the Storytime Activity and with *Geodes® Level K Classroom Library\** Activities are also provided in the **Home Support Packet** (p. 31) and the online teacher companion resource community called the Online Fundations Learning Community. (See the **Expert Tips/Ideas** section.) |
| RF.K.1.d. | Demonstrate understanding of the organization and basic features of print. ***Recognize and name all upper- and lowercase letters of the alphabet.*** | Kindergarten students not only learn to recognize and name letters; they simultaneously learn letter formation and the letter-sound correspondence, creating important linkages to the visual, motor, and phonological image of the letter. The following daily activities offer practice in a multi-modal/multisensory manner using engaging materials. In these activities, students identify and name letters: **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order,** and **Make it Fun**.<br><br>• **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)<br><br>• **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, |

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| | | 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180, and 182); (Unit 2: pp. 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226 and 228); (Unit 3: pp. 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, and 294); (Unit 4: pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, and 340); and (Unit 5: pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402,404, and 406)

• **Echo/Find Letters (description p. 32):** (Unit 1: pp. 69, 73, 79, 83, 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, 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, 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, 219, 239, 247, 257, 267 and 287)

• **Make it Fun (description p. 48):** (Unit 1: pp. 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178)

Additional activities are provided in the **Home Support Packet** (pp. 7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource community called the Online Fundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.) |

# Fundations® Alignment to
# the Wisconsin Standards for English Language Arts
# Kindergarten

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

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| RF.K. 2.a. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ***Recognize and produce rhyming words.*** | Instruction emphasizing phonological activities such as rhyming is included in Fundations Levels K during the **Make It Fun** and **Storytime** activities.<br><br>• **Make it Fun (description p. 48)**: (Unit 1: pp. 108, 118, and 128) and (Unit 2: p. 206)<br><br>• **Storytime (description p. 48)**: (Unit 1: pp. 112, 122, and 182).<br><br>Teachers have access to additional phonemic awareness resources provided in the online companion learning community that is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.) |
| RF.K. 2.b. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ***Count, pronounce, blend, and segment syllables in spoken words.*** | Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1 in **Word Play** (described on page 48 and found in Unit 1: pp. 100, 111, and 120).<br><br>Teachers have access to additional phonemic awareness resources provided in companion online learning community that is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.) |
| RF.K. 2.c. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ***Blend and segment onsets and rimes of single-syllable spoken words.*** | Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondence.<br><br>• **Make It Fun (description p. 48):** (Unit 1: p. 108) and (Unit 2: p. 206)<br><br>• **Storytime (description p. 48)**: (Unit 1: pp. 112, 122, and 182)<br><br>Teachers have access to additional phonemic awareness resources provided in the companion online learning community that |

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| | | is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.)<br><br>Additional activities are provided in the **Home Support Packet** (pp. 20 and 57). |
| RF.K. 2.d. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *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/.)* | 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.<br><br>• **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)<br><br>• **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)<br><br>• **Introduce New Concepts**: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332)<br><br>Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes:<br><br>• **Word Play – Listen for Sounds** (Unit 3: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)<br><br>• **Make it Fun** (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293)<br><br>The Fundations Progress Monitoring Tool Level K assesses student's ability to isolate and pronounce sounds in CVC words.<br><br>Additional activities are provided in the **Home Support Packet** (pp. 38, 57, 89, and 95).<br><br>Teachers have access to additional phonemic awareness resources provided in the online companion learning community that is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.)<br><br>**Geodes® Level K Classroom Library**: The Sound Search books in the Geodes Level K Classroom Library also provides practice with identifying pictures that begin with the sound that was orally produced. (Refer to **Inside Geodes® Level K**, pp. 25–26, 45–46, and 56.) |
| RF.K. 2.e. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Add, delete, or substitute individual sounds (phonemes) in simple, one-* | 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.<br><br>• **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)<br><br>• **Word Play (description p. 48)**: (Unit 2: pp. 192, 194, 196, 198, 200, 202, 204, and 210) |

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| | *syllable words to make new words.* | • **Echo/Find Words (description p. 34)**: (Unit 3: pp. 237 and 239) <br><br> • **Make It Fun (description p. 48)**: (Unit 2: p. 206) <br><br> • **Introduce New Concepts:** (Unit 2: p. 190) and (Unit 3: p. 236) <br><br> Teachers have access to additional phonemic awareness resources provided in the online companion learning community that is available to teachers with the purchase of the Level K Manual (see the **Expert Tips/Ideas** section) |

# Fundations® Alignment to
# the Wisconsin Standards for English Language Arts
# Kindergarten

| PHONICS AND WORD RECOGNITION |
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In Fundations Level K, students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. Sound mastery is a key component of phonics. Students are directly taught a consistently used keyword to help them remember the sound represented by a letter(s). Many activities reinforce the alphabetic principle including **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order,** and **Make it Fun**.

*Fundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach.* Explicit and systematic study of the English sound system is scaffolded across the four Levels of Fundations and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. Level K focuses on decoding and spelling the closed syllable, and thus the short vowel sound, as this is by far the most common syllable type. Fundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy such as tapping out sounds and marking word elements. The Wilson® tapping technique adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. Activities provide ample practice for decoding practice including Introduce **New Concepts, Word Play-Decoding-Word Play Read Sentences,** and **Storytime** activities. Although not taught for in-depth word study in Level K, students are tuned into the long vowel sounds.

Something that sets Fundations apart is that it emphasizes the mastery of word knowledge and transcription skills in two directions - decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught with decoding skills through **Introduce New Concepts, Echo/Find Words, Dictation Words** and **Sentences.**

With Fundations, 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 called Trick Words in Fundations. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.

Additional decoding practice is provided with the 32 Duet Books found in the **Geodes Level K Classroom Library** which aligns specifically with the scope and sequence of Fundations Level K. Each child-read text at least 90 percent decodable, as aligned with the scope and sequence of the Units for students to practice taught phonetic elements and Trick Words in connected text.

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# Kindergarten

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| RF.K. 3.a. | Know and apply grade-level phonics and word analysis skills for decoding words. *Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.* | Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/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.**<br><br>• **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)<br>**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, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, and 406)<br>• **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, 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, 333); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)<br>• **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, 339); and (Unit 5: pp. 355, 363, 365, 375, 379, 389, 395, 399, and 405)<br>• **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, 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)<br>• **Student Notebook (description p. 42)**: (Orientation: p. 57); (Unit 1: pp. 65, 67, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2: pp. 193, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4: pp. 303 and 305)<br>• **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)<br><br>Additional activities are provided in the **Home Support Packet** (pp. 38, 52, 54–56, and 84) Teachers have access to additional resources provided in the online companion learning community that is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.) |

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| RF.K.3.b. | Know and apply grade-level phonics and word analysis skills in decoding words. *Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.* | In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Fundations Level K is the closed syllable type and the short vowel sounds.<br><br>• **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, 182); (Unit 2: pp. 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228); (Unit 3: p. 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, 294); (Unit 4: p. 302, 304, 306, 308, 310, 312, 314, 315, 318, 320, 322, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340); and (Unit 5: p. 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, 406)<br><br>• **Echo/Find Letters (description p. 32)**: (Unit 1: pp. 89, 93, 99, 103, 109, 113, 119, 123, 129, 139, 143, 149, 153, 159, 163, 169, 173, and 179); (Unit 2: pp. 195, 209, and 219); (Unit 3: pp. 237, 239, 249, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 313, 315, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)<br><br>• **Letter-Keyword-Sound (description p. 38)**: (Unit 1: pp. 84, 94, 105, and 124)<br><br>• **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: p. 241, 251, 259, 261, 269, 271, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, 339); and (Unit 5: pp. 353, 363, 373, 383, 393, and 403)<br><br>• **Student Notebook (description p. 42)**: (Unit 1: pp. 85, 87, 89, 97, 99, 107, 109, 117, 119, 127, 129, 137, 147, 149, 157, 159, 167, 169, 177, and 179) and (Unit 2: p. 193)<br><br>• **Word Play (description p. 48):** Unit 3: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)<br><br>• **Word Play – Listen for Sounds** introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds: (Unit 3: pp.239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325) |

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| RF.K. 3.c. | Know and apply grade-level phonics and word analysis skills for decoding words. ***Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).*** | Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized, called Trick Words in Fundations. Starting in Unit 3, several trick words are introduced and practiced in the **Teach Trick Words** and **Trick 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.<br><br>• **Teach Trick Words (description p. 44)**: (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401)<br><br>• **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)<br><br>Words taught as Trick Words in Level K are: **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.**<br><br>Additional activities are provided in the **Home Support Packet** (pp. 81–82, 91, and 100–101). Teachers have access to additional resources provided in the online companion learning community that is available to teachers with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.)<br><br>The **Geodes® Level K Classroom Library** aligns with the scope and sequence of Fundations Level K. The Duet Books child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Fundations Units. Students practice taught phonetic elements and Trick Words in connected text. (See **Inside Geodes® Level K**, pp. 5, 22–23, 27, and 43-47.) |
| RF.K. 3.d. | Know and apply grade-level phonics and word analysis skills for decoding words. ***Distinguish between similarly spelled words by identifying the sounds of the letters that differ.*** | With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining.<br><br>• **Introduce New Concepts**: (Unit 2 p. 190); (Unit 3: p. 263); (Unit 4: p. 302); and (Unit 5: p. 349)<br>• **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, |

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| | | 388, 390, 392, 398, 400, and 402) <br> • **Make it Fun:** (Unit 2: p. 206) and (Unit 4: pp. 307, 317, 355, 365, and 375) |
| L.K.6.c | Related to language standards: <br> ***Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards.*** | 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. <br><br> • **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) <br> • **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) <br> • **Introduce New Concepts**: (Unit 5: pp. 351 and 379) <br> • **Dictation/Sentences (description p. 28):** (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) <br> • **Word Play – Sentence Dictation/Write Sentences:** (Unit 5: pp. 359, 361, 369, 371, 373, and 381) <br> • **Make it Fun:** (Unit 5: pp. 355, 365, and 375) <br><br> Additional activities are provided in the **Home Support Packet** (pp. 89, 95, and 106–110) and the online teacher companion resource community called the Online Fundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.) |
| L.K.6.d | Related to Reading Foundational standards: <br> ***Writes letters for most consonant and short vowel sounds (phonemes).*** | 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. <br><br> • **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) <br> • **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) <br> • **Introduce New Concepts**: (Unit 5: pp. 351 and 379) <br> • **Dictation/Sentences (description p. 28):** (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) <br> • **Word Play – Sentence Dictation/Write Sentences:** (Unit 5: pp. 359, 361, 369, 371, 373, and 381) <br> • **Make it Fun:** (Unit 5: pp. 355, 365, and 375) |

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| | | Additional activities are provided in the **Home Support Packet** (pp. 89, 95, and 106–110) and the online teacher companion resource community called the Online Fundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the **Expert Tips/Ideas** section.) |

| FLUENCY |
|---|
| Quick and automatic word recognition is necessary for fluency, but it is not sufficient for independent reading. In addition to automaticity, students need to develop prosody and expression. In Fundations, students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression with connected text in **Storytime, Trick Word Practice, Sentence Reading,** and **Word Play-Read Sentences** activities. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. Additional practice in decoding practice is provided with the 32 Duet Books found in the **Geodes Level K Classroom Library** that aligns specifically with the scope and sequence of Fundations Level K. Each child-read text at least 90 percent decodable, as aligned with the scope and sequence of the Units for students to practice taught phonetic elements and Trick Words in connected text. |

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| 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)<br><br>Students also read connected text with prosody and expression in sentences in:<br><br>• **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)<br>• **Sentence Reading:** (Unit 5: pp. 348 and 350)<br>• **Word Play** – **Read Sentences:** (Unit 5: pp. 353, 359, 360, 363, 369, 370, 373, 378, 380, 383, 385, 389, 393, 399, and 403)<br>• **Make it Fun:** (Unit 5 p. 355, 365, and 375)<br><br>Students proofread the written sentence which requires students to read connected text in:<br>• **Dictation/Sentences (description p. 28):** (Unit 5: pp. 351, 359, 361, 369–370, 379, 381, 383, 389, 395, and 403)<br><br>**Important Note for Consideration**: Fundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading grade-level text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the **Geodes® Level K Classroom Library**, which provides 32 Duet Books explicitly corresponding to the scope and sequence of Fundations for kindergarten. These Duet 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. |

## Additional Standards Supported by Fundations

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

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

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| **Conventions of Standard English** | | |
| W.K.9 | Inquiry to Build and Present Knowledge—*With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.* | **Storytime (description p. 48):** (Unit 1: pp. 72, 92, 102, 112, 122, 132, 142, 162, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406) |
| SL K.1.a | Comprehension and Collaboration—With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. *Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.* | **Storytime (description p. 48):** (Unit 1: pp. 72, 92, 102, 112, 122, 132, 142, 162, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406) |
| SL K.1.b | Comprehension and Collaboration—With guidance and support, participate in collaborative | **Storytime (description p. 48):** (Unit 1: pp. 72, 92, 102, 112, 122, 132, 142, 162, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406) |

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| | conversations with diverse partners about topics and texts with peers and adults in small and larger groups. ***Participate in a conversation through multiple exchanges.*** | |
| SL K.1.c | Comprehension and Collaboration—With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. ***Ask questions about the topic/text.*** | **Storytime (description p. 48):** (Unit 1: pp. 72, 92, 102, 112, 122, 132, 142, 162, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406) |
| SL K.2 | Comprehension and Collaboration— ***With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.*** | **Storytime (description p. 48):** (Unit 1: pp. 72, 92, 102, 112, 122, 132, 142, 162, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406) |
| SL K.3 | Comprehension and Collaboration— ***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, 92, 102, 112, 122, 132, 142, 162, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406) |
| SL K.4 | Presentation of Knowledge and Ideas— ***With guidance and support, describe familiar people, places, things, and events.*** | **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) <br> **Word Play (description p. 48):** (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 150, 160, 170, and 180) |

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| SL K.5 | Presentation of Knowledge and Ideas— **With guidance and support, create an original or utilize existing visual displays to support descriptions.** | **Storytime (description p. 48):** (Unit 1: pp. 72, 92, 102, 112, 122, 132, 142, 162, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406) |

Although Fundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it does provide instruction in reading standards with the **Storytime** activity. This activity involves listening and reading activities with narrative and informational text. **Storytime** is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. The **Storytime** activity provides opportunities for students to engage in reading for purpose and understanding.

**Storytime (description p. 48)**: (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2: p. 199, 208, and 218); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)

**Make it Fun** (These two activities are an extension of the Storytime.)**:** (Unit 5: pp. 395 and 405)

**\*About Geodes Level K Classroom Library:** Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers**. Geodes Level K Classroom Library** aligns with specifically with the scope and sequence of Fundations Level K. The Geodes Library is part of the Wisconsin package and is therefore referenced in this document.
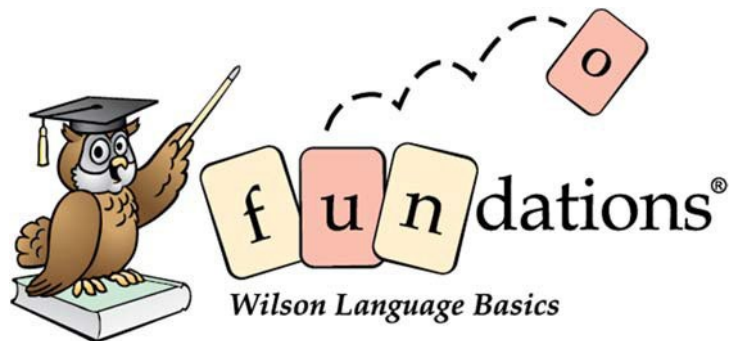
# Fundations® LEVEL 1 Program

Alignment to the Wisconsin Standards for English Language Arts with a focus on Reading Standards for Foundational Skills, adopted 2020

# Fundations® Alignment to the
## Wisconsin Standards for English Language Arts
## Grade 1

## Reading Standards: Foundational Skills

| PRINT CONCEPTS |
| --- |
| Fundations® Level 1 continues to build upon the print awareness skills introduced in kindergarten. During the **Storytime** activity, students demonstrate an understanding of the organization of basic features of print. During the **Teach Trick Words** activity, concepts of sentence structure is explicitly taught using manipulatives (Sentence Frames) to assist with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. During **Sentence Dictation** activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Additional practice in print awareness activities is provided with the stories in the Fluency Kit 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. |

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| RF.1.1.a. | Demonstrate understanding of the organization and basic features of print. *Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)* | 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.<br><br>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.<br><br>**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)<br><br>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Fundations® students practice print concepts with **Sentence Dictation in Dictation Dry Erase**, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14.<br><br>**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 |

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|         |                   | 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)<br><br>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® Alignment to the
# Wisconsin Standards for English Language Arts
# Grade 1

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

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| RF.1.2. a. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ***Distinguish long from short vowel sounds in spoken single-syllable words.*** | In Fundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson® tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1, students learn the 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) <br> **Introduce New Concepts:** (Unit 11, Introduction, pp. 366, 368, and 387) <br> **Make it Fun (description p. 60):** (Unit 11, pp. 371, 381, and 391) <br> **Word of the Day (description p. 56):** (Unit 11, pp. 370, 372, 378, 382, 388, and 393) <br> **Word Talk (description p. 58):** (Unit 11, pp. 374, 380, 390, and 394) <br> **Word Play (description p. 60):** (Unit 11, pp. 386 and 392) <br> The vowel- consonant-e concept is reinforced in spelling activities including **Echo Find Words** and **Dictation/Words: Echo/Find Words (description p. 42):** (Unit 11, pp. 369, 371, 379, and 387) <br> **Dictation/Words (description p. 26):** (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393) <br><br> 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 |

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| | | of vowels in an open syllable (Unit 9, p. 313). |
| RF.1.2.b. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.* | 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). |
| | | The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. |
| | | **Dictation/Words (description p. 26):** (Unit 2, pp. 113, 121, and 123); (Unit 3, pp. 135, 139, 143, 147, and 149); (Unit 4, pp. 161; 163; 167; 169; 171; and 175); (Unit 5, pp. 185; 187; 189; and 191); (Unit 6, pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8, pp. 279, 281, 283, 287, 289, and 291); (Unit 9, pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10, pp. 331, 335, 339, 343, 345, 347, 351, and 355); and (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393) |
| | | **Echo/Find Words (description pp. 42 and 44):** (Unit 2, pp. 109 and 117); (Unit 3, pp. 135, 139, and 145); (Unit 4, pp. 159 and 173); (Unit 6, pp. 207, 211, 221, and 227); (Unit 7, pp. 243, 247, 253, and 257); (Unit 8, pp. 281, 285, and 291); (Unit 9, pp. 303, 313, and 319); (Unit 10, pp. 333, 341, 345, and 349); (Unit 11, pp. 369, 371, 379, and 387); (Unit 12, pp. 409, 425, and 429); (Unit 13, p. 469); and (Unit 14, p. 491) |
| | | **Introduce New Concepts:** (Unit 2, pp. 108 and 111); (Unit 3, pp. 135, 145, and 147); (Unit 4, p. 168); (Unit 6, p. 203); (Unit 7, pp. 239 and 256); (Unit 9, p. 305); (Unit 10, pp. 331 and 341); and (Unit 11, pp. 368 and 387) |
| | | **Make it Fun (description p. 60):** (Unit 2, p. 123); (Unit 4, pp. 165 and 173); (Unit 5: p. 189); (Unit 7, pp. 238 and 250); and (Unit 8, p. 287); and (Unit 14, pp. 487, 493, and 495) |
| RF.1.2.c | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.* | The skill of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted orally before students identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). |
| | | **Echo/Find Words (description p. 34):** (Unit 3, pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4, pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5, pp. 349, 359, 361, 369, 391, and 401) |
| | | **Dictation/Words (description p. 26):** (Unit 3, pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4, pp. |

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| | | 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)<br><br>**Introduce New Concepts:** (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332)<br><br>Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes:<br><br>**Word Play – Listen for Sounds:** (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)<br><br>**Make it Fun:** (Unit 1, pp. 68, 78, 98, 128, 148, and 158) and (Unit 3, pp. 243, 263, 273, and 293) |
| RF.1.2.d. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).* | 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)<br><br>**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)<br><br>**Introduce New Concepts:** (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332)<br><br>Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes:<br><br>**Word Play – Listen for Sounds:** (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)<br><br>**Make it Fun:** (Unit 1, pp. 68, 78, 98, 128, 148, and 158) and (Unit 3, pp. 243, 263, 273, and 293) |
| RF.1.2.e. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.* | 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 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 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. 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.<br><br>**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)<br><br>**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) |

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| | | **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)<br><br>**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); and (Unit 14, pp. 487, 493, and 495)<br><br>The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student's awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (i.e., add, change, and remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play,** and **Word Talk**.<br><br>**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)<br>**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)<br>**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)<br>**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)<br>**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, |

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| | | 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) |

| PHONICS AND WORD RECOGNITION |
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| In Fundations® Level 1, sound mastery is a critical component reinforced in **Letter-Keyword-Sound**, **Drill Sounds**, **Echo/Find Letters**, **Dictation/Sounds**, **Echo/Letter Formation**, **Skywrite/Letter Formation**, and **Make it Fun**. Explicit and systematic study of the English sound system is scaffolded across each program level and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable.<br><br>*Fundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach across four Levels (K, 1, 2, and 3).* Level 1 students decode and spell the closed and vowel-consonant-e syllables and multisyllabic words with these two syllable types. Fundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy such as tapping out sounds and marking word elements. The Wilson® tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode. Lessons progress to a focus on quick automatic word recognition. activities provide ample practice for decoding practice including **Introduce New Concepts**, **Word of the Day**, **Word Talk**, **Teach Trick Words-Reading**, **Make it Fun**, **Storytime**. Although not taught in-depth in Level 1 for encoding, students are introduced to the sounds of r-controlled vowels and the vowel teams including those with long vowel sounds.<br><br>Something that sets Fundations apart is that it emphasizes the mastery of word knowledge and transcription skills in two directions - decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught with decoding skills through **Introduce New Concepts**, **Echo/Find Words**, and **Dictation Words and Sentences**.<br><br>With Fundations, automatic word recognition of Level 1 Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for the most common 100 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 Trick Words in Fundations. 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.<br><br>Additional single-word decoding practice for accuracy and automaticity as well as application of emerging decoding skills with connected text is provided in the **Home Support Packet 1**, **Fluency Kit Level 1**, **Fundations Stories Set 1**, and with the 64 books in the **Geodes® Level 1 Classroom Library\***, which aligns specifically with the scope and sequence of Fundations Level 1. |

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| RF.1.3. a. | Know and apply grade-level phonics and word analysis skills in decoding words*. Know the spelling-sound correspondences for common consonant digraphs.* | The concept of digraphs was taught in Level K Fundations® and is again explicitly taught in Unit 3 (see Unit 3, pp. 130–153). Digraphs are included in word resources for all Units following for all decoding and encoding activities. (See Unit Resources, pp. 179, 195, 231, 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.)<br><br>**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)<br><br>**Introduce New Concepts:** (Unit 3, pp. 132, 135, and 145) and (Unit 8 pp. 274 and 284)<br><br>**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)<br><br>**Dictation/Sounds (description p. 28):** (Unit 3, pp. 135, 139, and 147); (Unit 4, pp. 163, 167, and 169); (Unit 5, pp. 185 and 189); (Unit 6, pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 251, 253, and 255); (Unit 8, pp. 261, 281, 287, and 291); (Unit 9, pp. 305, 309, 311, 313, 315, 317, and 319); (Unit 10, pp. 331, 335, 343, 345, 347, 351, and 355); (Unit 11, pp. 369, 376, 379, 381, 383, 385, 389, 391, and 393); (Unit 12, pp. 407, 409, 415, 419, 421, 423, 425, and 431); (Unit 13, pp. 445, 447, 449, 457, 458, 460, 461, 465, 467, and 469); and (Unit 14, pp. 487, 489, 491, 493, and 495)<br><br>**Word Play (description p. 60):** (Unit 3, p. 134)<br><br>**Make It Fun (description p. 60):** (Unit 8, p. 287)<br><br>Additional decoding practice is provided in the **Fundations® Home Support Pack 1**, **Fluency Kit 1, Fundations® Stories Set 1**, and with the 64 books in the **Geodes® Level 1 Classroom Library\***, which aligns specifically with the scope and sequence of Fundations® Level 1. |

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| RF.1.3. b. | Know and apply grade-level phonics and word analysis skills in decoding words. ***Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).*** | In Fundations®, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. |
| | | Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Fundations® activities that include decoding words with these syllable types include: |
| | | **Introduce New Concepts:** (Unit 2, pp. 106, 108, and 111); (Unit 4, pp. 158 and 163); (Unit 5, p. 184); (Unit 6, pp. 201 and 220); (Unit 7, pp. 236, 246, and 256); (Unit 8, pp. 274 and 284); (Unit 9, pp. 302, 312, and 313); (Unit 10, 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) |
| | | Fundations® Fluency Kit 1 (included in Teacher's Kit) |

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| | | 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.<br><br>**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.<br><br>**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)<br><br>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. |

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| RF.1.3. c. | Know and apply grade-level phonics and word analysis skills in decoding words. ***Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).*** | In Fundations® 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).<br><br>The letter sound correspondence is then practiced in daily in the Drill Sounds activity (description p. 38): (Unit 11, pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12, pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13, pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, and 470); (Unit 14, pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498)<br><br>Sound mastery is taught in two directions: letter-to-sound and sound- to-letter.<br><br>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.<br><br>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)<br><br>Dictation/Sounds (description p. 28): (Unit 11, pp. 369, 377, 379, 381, 383, 389, 391, and 393)<br><br>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.<br><br>Drill Sounds/Warm Up: (Unit 9, pp. 302, 304, 306, 308, 310, 312, 314, 316, and 318); (Unit 10, pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, and 354); (Unit 11, pp. 386, 388, 390, and 392); (Unit 12, pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430); (Unit 13, pp. 442, 452, 456, 458, and 462); and (Unit 14, pp. 480, 488, 492, 496, and 498) |

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| RF.1.3.c. | Know and apply grade-level phonics and word analysis skills in decoding words. ***Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).*** | In Fundations® 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). <br><br>The letter sound correspondence is then practiced in daily in the **Drill Sounds activity (description p. 38):** (Unit 11, pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12, pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13, pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, and 470); (Unit 14, pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498) <br><br>Sound mastery is taught in two directions: letter-to-sound and sound- to-letter. <br><br>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. <br><br>**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) <br><br>**Dictation/Sounds (description p. 28):** (Unit 11, pp. 369, 377, 379, 381, 383, 389, 391, and 393) <br><br>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. <br><br>**Drill Sounds/Warm Up:** (Unit 9, pp. 302, 304, 306, 308, 310, 312, 314, 316, and 318); (Unit 10, pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, and 354); (Unit 11, pp. 386, 388, 390, and 392); (Unit 12, pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430); (Unit 13, pp. 442, 452, 456, 458, and 462); and (Unit 14, pp. 480, 488, 492, 496, and 498) |

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| RF.1.3.d. | Know and apply grade-level phonics and word analysis skills in decoding words. *Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.* | Fundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Fundations Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. (In Level 2, students progress to learn all 6 syllable types within multisyllabic words.)<br><br>**Introduce New Concepts** (Unit 9: p. 302, 312, 313) (Unit 11: p 366, 367, (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) **Word of the Day (description p. 56)** ( (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) **Word Talk (description p. 58)** (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Make it Fun (description p. 60)** (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), **Word Play (description p. 60)** (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) **Storytime (description p. 60)**: (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488) Also, students have the opportunity to apply taught skills when using 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 provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 1. |
| RF.1.3.e. | Know and apply grade-level phonics and word analysis skills in decoding words. *Decode two-syllable words following basic patterns by breaking the words into syllables.* | Fundations® presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Fundations® Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards.<br><br>**Introduce New Concepts:** (Unit 12, pp. 404, 406, 414, 417, and 424) and (Unit 13, pp. 442, 452, and 462)<br><br>**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)<br><br>**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)<br><br>**Make it Fun (description p. 60):** (Unit 12, pp. 409, 419, and 429) and (Unit 13, pp. 447, 457, and 467)<br><br>**Word Play (description p. 60):** (Unit 11, pp. 386 and 392); (Unit 13, p. 448); and (Unit 14, pp. 480, 484, and 490)<br><br>**Storytime (description p. 60):** (Unit 12, pp. 413, 423, and 433); (Unit 13: p. 460); and (Unit 14: p. 488) |

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| | | 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. |
| RF.1.3. f. | Know and apply grade-level phonics and word analysis skills in decoding words. ***Read words with inflectional endings (i.e., -s, -ed, - ing).*** | Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6, pp. 196–231) and are included in word resources for all units following for all decoding activities. (See **Unit Resources**, pp. 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.) |
| | | Suffix -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (See Unit 10, pp. 324-360) and are included in word resources for all units following for all decoding activities See **Unit Resources**, pp. 397–398, 435–436, 473–474, and 501–502.). 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. |
| | | Also, students can apply taught skills when using the Fundations® Home Support Pack 1, Fluency Kit 1, and Fundations® Stories Set 1 (all included in Teacher's Kit). Also available is the Geodes® Level 1 Classroom Library\*, which aligns specifically with the scope and sequence of Fundations® Level 1 |

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| RF.1.3.g. | Know and apply grade-level phonics and word analysis skills in decoding words. *Recognize and read grade-appropriate irregularly spelled words.* | Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized. These sight words (called Trick Words in Fundations) are taught separately from phonetically regular words. In Level 1 of Fundations®, students learn 107 Trick Words for both quick and automatic recognition and for spelling. |
| | | During the **Teach Trick Words–Reading** activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students' attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with flash cards during the **Trick Words Drill (Drill Sounds/Warm Up)** and by entering each **Trick Word** into the Student Notebook. |
| | | **Teach Trick Words—Reading (description p. 52):** (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (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 with Trick Words, as well as sentences in connected text. Also, available is **Geodes® Level 1 Classroom Library\***, which provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 1 including Trick Words. |

| FLUENCY |
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| Quick and automatic word recognition is necessary for fluency but is not sufficient. In addition to automaticity, students need to develop prosody and expression. In Fundations, students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression with connected text with a variety of activities such as **Trick Word Reading**, **Word of the Day**, and **Storytime**. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. Additional supported fluency practice is provided the **Fluency Kit Level 1**. Fluency practice and reading for purpose and understanding is supported through use of the **Geodes® Level 1 Classroom Library***. The collection of 64 knowledge building books are specifically aligned to the scope and sequence of Fundations and allow the application of emerging decoding skills with meaningful text. |

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| RF.1.4. a. | Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension. *Read grade-level text with purpose and understanding.* | The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as **Trick Word Reading**, **Word of the Day**, and **Storytime**. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing. |
| RF.1.4. b. | Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension. *Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.* | The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; And retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337, 346, and 356); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, p. 460); and (Unit 14, p. 488) *Prosody:* The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the **Word of the Day** activity. |

| RF.1.4. c. | Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.* | **Word of the Day (description p. 56):** (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 10, pp. 329, 332, 340, 343, 349, and 352); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494) Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames. **Teach Trick Words–Reading (description p. 52):** (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497) Fundations® provides Fluency Kits that include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The **Progress Monitoring Tool** also includes oral reading fluency measures. **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. |
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Fundations® teaches **both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach** that explicitly teaches total word structure, not just phonics. **Encoding (spelling) skills** are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012).

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

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| **Conventions of Standard English** | | |
| W.1.9 | Inquiry to Build and Present Knowledge— With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text. | **Storytime (description p. 60):** (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245 and 254); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, pp. 451 and 460); and (Unit 14, p. 489)<br><br>**Fluency Kit 1 Materials, Fundations Stories Set 1,** and **Books to Remember Set 1** |
| SL.1.1.a. | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. *With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.* | **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)<br><br>**Fundations Stories Set 1** and **Books to Remember Set 1** |
| SL.1.1.b. | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in | **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) |

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| | small and larger groups. ***Build on others' talk in conversations by responding to the comments of others through multiple exchanges.*** | **Fundations Stories Set 1** and **Books to Remember Set 1** |
| SL.1.1.c. | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. ***Ask questions to clear up any confusion about the topics and texts under discussion.*** | **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)  **Fundations Stories Set 1** and **Books to Remember Set 1** |
| Sl.1.1.d. | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. ***Consider individual differences when communicating with others.*** | **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)  **Fundations Stories Set 1** and **Books to Remember Set 1** |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | **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)  **Fundations Stories Set 1** and **Books to Remember Set 1** |
| SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | **Storytime (description p. 60):** (Unit 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)  **Fundations Stories Set 1** and **Books to Remember Set 1** |
| SL.1.4 | Describe people, places, | **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 |

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| | things, and events with relevant details, expressing ideas clearly. | 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)<br><br>**Fundations Stories Set 1** and **Books to Remember Set 1** |
| SL.1.5 | Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings. | **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)<br><br>**Fundations Stories Set 1** and **Books to Remember Set 1** |

# Fundations® LEVEL 2 Program

Alignment to the Wisconsin Standards for English Language Arts with a focus on Reading Standards for Foundational Skills, adopted 2020

## Reading Standards: Foundational Skills

| Std. # | Standard Language | Primary Citations |
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| RF.2.a. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br>*Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.* | Instruction in Levels K, 1, and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares students for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) 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 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** 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. 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.<br><br>**Dictation/Words (description pp. 30-35)**: (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)<br><br>**Echo/Find Words (description pp. 44-49)**: (Orientation: p. 65); (Unit 1, pp. 83 and 113); (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)<br><br>**Introduce New Concepts:** (Unit 2, pp. 105 and 131); (Unit 4, p. 151); (Unit 8, p. 275); (Unit 10, p. 321); (Unit 12, p. 377); (Unit 13, p. 395); (Unit 14, p. 423); (Unit 15, p. 451); and (Unit 16, p. 479)<br><br>**Make It Fun (description p. 60):** (Unit 1, pp. 82 and 87); (Unit 2, pp. 111 and 117); (Unit 4, p. 163); (Unit 5, p. 187); (Unit 6, pp. 214 and 221); (Unit 7, pp. 239 and 259); (Unit 9, pp. 295 and 305); (Unit 10, p. 323); (Unit 11, p. 361); (Unit 13, pp. 401 and 407); (Unit 15, p. 463); and (Unit 17, p. 499)<br><br>The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student's awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards |

| Std. # | Standard Language | Primary Citations |
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| | | and tapping to isolate phonemes are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day,** and **Word Talk**. <br><br> **Introduce New Concepts:** (Unit 1, pp. 74, 77, 78, 82, 83, 84, and 88); (Unit 2, pp. 102, 105, 106, 112, and 118); (Unit 3, pp. 130, 132, 134, and 136); (Unit 4, pp. 146, 151, 156, 158, 161, and 162); (Unit 5, pp. 176, 181, 183, and 188); (Unit 6, pp. 206, 209, 210, 212, 216, and 219); (Unit 7, pp. 234, 237, 240, 245, and 254); (Unit 8, pp. 272 and 275); (Unit 9, pp. 291 and 301); (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); (Unit 16, pp. 476 and 479); and (Unit 17, pp. 494, 497, and 504) <br><br> **Make It Fun (description p. 60):** (Unit 3, p. 135); (Unit 5, p. 193); (Unit 7, p. 249); (Unit 8, p. 275); (Unit 10, p. 332); (Unit 12, p. 379); (Unit 14, p. 424); and (Unit 17, p. 508) <br><br> **Word of the Day (description pp. 56-57):** (Unit 1, pp. 76, 80, 85, and 91); (Unit 2, pp. 104, 107, 114, and 119); (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 8, pp. 274 and 278); (Unit 9, pp. 292, 294, 302, and 306); (Unit 10, pp. 320, 324, 330, and 334); (Unit 11, pp. 348, 352, 359, and 360); (Unit 12, pp. 378 and 380); (Unit 13, pp. 396, 399, 402, and 406); (Unit 14, pp. 426, 430, and 434); (Unit 15, pp. 450, 454, 459, and 462); (Unit 16, pp. 478 and 480); and (Unit 17, pp. 496, 498, 506, and 510) <br><br> **Word Talk (description pp. 58-59):** (Unit 1, p. 92); (Unit 2, p. 120); (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) |

**PHONICS AND WORD RECOGNITION**

In Fundations Level 2, sound mastery is a critical component reinforced in: **Letter-Keyword-Sound**, **Drill Sounds**, **Echo/Find Letters**, **Dictation/Sounds**, **Echo/Letter Formation**, **Skywrite/Letter Formation**, and **Make it Fun**. Explicit and systematic study of the English sound system is scaffolded across each program level and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable.

*Fundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach across four Levels (K, 1, 2, and 3).* Level 2 students decode and spell single and multisyllabic words with all six syllable types. Fundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy such as tapping out sounds and marking word elements. The Wilson® tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode. Lessons progress to a focus on quick automatic word recognition. Activities provide ample practice for decoding practice including **Introduce New Concepts**, **Word of the Day**, **Word Talk**, **Teach Trick Words-Reading**, **Make it Fun**, and **Storytime**.

Something that sets Fundations apart is that it emphasizes the mastery of word knowledge and transcription skills in two directions - decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught with decoding skills through: **Introduce New Concepts**, **Echo/Find Words**, **Dictation Words** and **Sentences**.

With Fundations, automatic word recognition of Level 2 Trick Words, combined with students' 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). Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as Trick Words in Fundations.

Additional single-word decoding practice for accuracy and automaticity as well as application of emerging decoding skills with connected text is provided in the Home Support Packet 2, Fluency Kit Level 2, and with the 64 books in the **Geodes® Level 2 Classroom Library***, which align specifically with the scope and sequence of Fundations Level 2.

# Fundations® Alignment to the
## Wisconsin Standards for English Language Arts
## Grade 2

| Std. # | Standard Language | Primary Citations |
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| RF.2.3. a. | Know and apply grade-level phonics and word analysis skills in decoding words. *Distinguish long and short vowels when reading regularly spelled one-syllable words.* | In Fundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (**Resources**, pp. 140–141, 168–170, 198–200, 226–229, 264–266, 282–284, 310–312, 338–340, 366–368, 384–386, 412–414, 440–442, 468–470, 486–488, and 514–516)<br><br>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.**<br><br>**Dictation/Words (description pp. 30–35):** (Unit 3, pp.135 and 137); (Unit 4, pp. 153, 155, 157, 161, and 165); (Unit 5, pp. 183, 185,187, 191, and 194); (Unit 6, pp. 211, 213, 215, 221, and 223); (Unit 7, pp. 243, 249, 251, 253, 257, and 261); (Unit 8, pp. 277 and 279); (Unit 9, pp. 291, 293, 297, 299, 305,  and 307); (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353,355, 361, and 363); (Unit 12, pp.379 and 381); (Unit 13, pp. 397, 399, 401, 407, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, and 437); (Unit 15, pp. 453, 455, 457, 463, and 465); (Unit 16, pp. 481 and 483); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)<br>**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); (Unit8, 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)<br>**Introduce New Concepts**: (Unit 4, p. 151); (Unit 10, p. 321); (Unit 13, p. 395); and (Unit 15, p. 451) |

| Std. # | Standard Language | Primary Citations |
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| | | **Echo/Find Words (description p. 44-49):** (Unit 3, p. 133); (Unit 7, pp. 241, 247, and 255); (Unit 9, p. 303); (Unit 10, p. 331); (Unit 13, p. 405); (Unit 14, p. 431); (Unit 15, p. 461); and (Unit 17, p. 509) |
| | | **Word of the Day (description p. 56-57):** (Unit 3, pp. 135 and 138); (Unit 4, pp. 150, 152, 159, 160); (Unit 5, pp. 180, 184, 190, 193); (Unit 6, pp. 208, 215, 218, 220); (Unit 7, pp. 236, 242, 246, 248, 257, 258),(Unit 10, pp. 320, 324, 330, 334); (Unit 11, pp. 348, 352, 359, 360); (Unit 13, pp. 396, 399, 402, 406); and (Unit 15, p. 459) |
| | | **Word Talk (description pp. 58–59):** (Unit 4, pp. 157 and 166); (Unit 5, pp. 186 and 196); (Unit 6, p. 224); (Unit 7, pp. 250, 252, 260, and 262); (Unit 8: p. 280); (Unit 9, pp. 298 and 308); (Unit 10, pp. 326 and 336); (Unit 11, pp. 354, 362, and 364); (Unit 12, p. 382); (Unit 13, pp. 400 and 410); (Unit 14, pp. 429, 437, and 438); (Unit 15, pp. 452, 456, 464, and 466); (Unit 16, p.484); and (Unit 17, pp. 503 and 512) |
| | | **Make It Fun (description p. 60):** (Unit 3, p. 135); (Unit 4, p. 163); (Unit 5, pp. 187 and 193); (Unit 6, pp. 214 and 221); (Unit 7, pp. 239, 249, and 259); (Unit 10, pp. 323 and 332); (Unit 11, p. 361); (Unit 13, pp. 401 and 407); and (Unit 15, p. 463). |
| | | Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit). Also available is the **Geodes® Level 2 Classroom Library**\*, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 2. |
| RF.2.3. b. | Know and apply grade-level phonics and word analysis skills in decoding words*.* ***Know spelling-sound correspondences for additional common vowel teams.*** | In Fundations®, 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, and aw). Fundations® 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). |
| | | 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). |

| Std. # | Standard Language | Primary Citations |
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| | | **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) |
| | | **Dictation/Words (description pp. 30-35): Dictation (Dry Erase/Composition Books/Check-Up):** (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 379 and 381); (Unit 13, pp. 397, 399, 401, 407, and 409); (Unit 14, pp.425, 427, 429, 433, 435, 437); (Unit 15, pp. 453, 455, 457, 463, and 465); and (Unit 16, pp. 481 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, pp.331); (Unit 13, pp.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) |
| | | **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 |

| Std. # | Standard Language | Primary Citations |
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| | | 14, p. 424); and (Unit 15, p. 463)<br><br>Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit)**.** Also available is the **Geodes® Level 2 Classroom Library**\*, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 2. |
| RF.2.3.c. | Know and apply grade-level phonics and word analysis skills in decoding words*.*<br>***Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).*** | 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.  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. Fundations, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.<br><br>Fundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options. This is important for students to efficiently read longer, unfamiliar words as their reading skills progress and the complexity of grade-level text increases.<br><br>In Fundations, 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.  First they learn about reading and spelling one syllable and then build to multisyllabic syllables.<br><br>In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable though single-syllable words. The concept of the long vowel sound is introduced starting in Unit 3, again using single-syllable words, with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities.<br><br>By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e |

| Std. # | Standard Language | Primary Citations |
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| | | syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. Multisyllabic Word instruction, specifically, begins in Unit 5. **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),** <br><br> In Fundations, word analysis strategies for phonetically regular words 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 both single and 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). Fundations activities that include decoding words with these syllable types include: **Introduce New Concepts, Word of the Day, Word Talk, Make It Fun,** and **Storytime** activities. Also, the **Fundations Fluency Kit 2,** (Included in the Classroom set) and **Geodes** provide additional decoding practice. <br><br> Fundations explicitly teaches about morphology to help students read and spell single and multisyllabic words. <br> The students learn 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. |

| RF.2.3.d. | Know and apply grade-level phonics and word analysis skills in decoding words. ***Decode words with common prefixes and suffixes.*** | Fundations® explicitly teaches about the base word and prefixes/ suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see **Unit 4 Introduction**, p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding 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.<br><br>Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit). Also available is the **Geodes® Level 2 Classroom Library**\*, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 2. |
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| RF.2.3.e. | Know and apply grade-level phonics and word analysis skills in decoding words. ***Decode regularly spelled two-syllable words with long vowels. Encode some of these words.*** | In Fundations®, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts pp. 176–178 as an example).<br>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.<br>Syllable rules, including but not limited to two- syllable words with long vowel sounds, are directly addressed in:<br>**Units 5, 6, and 7 Introductions:** (pp. 172, 202, and 230, respectively)<br>**Introduce New Concepts:** (Unit 5, pp.176-177); (Unit 6, p. 217); (Unit 7: p. 240); and (Unit 8, p. 273)<br>**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) |

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| | | **Word Talk (description pp. 58-59):** (Unit 6, p. 224); (Unit 7, pp. 250, 252, 260, and 262); (Unit 8, p. 280); (Unit 9, pp. 298 and 308); (Unit 10, 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, pp.484); and (Unit 17, pp. 503 and 512) <br> **Make It Fun (description p. 60):** (Unit 5, p. 187); (Unit 6, p. 221); and (Unit 15, p. 463) <br> **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). <br><br> Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit)**.** Also available is the **Geodes® Level 2 Classroom Library**\*, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 2. |

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| RF.2.3. e. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>***Decode regularly spelled two-syllable words with long vowels. Encode some of these words.***<br>• ***Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).***<br>• ***Know when to double the final consonant when adding a suffix. -ing, -ed.*** | In Fundations, 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:<br><br>**Units 5, 6, and 7 Introductions:** (pp. 172, 202, and 230, respectively)<br>**Introduce New Concepts:** (Unit 5, pp.176-177); (Unit 6, p. 217); (Unit 7: p. 240); and (Unit 8, p. 273)<br>**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)<br>**Word Talk (description pp. 58-59):** (Unit 6, p. 224); (Unit 7, pp. 250, 252, 260, and 262); (Unit 8, p. 280); (Unit 9, pp. 298 and 308); (Unit 10, 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, pp.484); and (Unit 17, pp. 503 and 512)<br>**Make It Fun (description p. 60):** (Unit 5, p. 187); (Unit 6, p. 221); and (Unit 15, p. 463)<br>**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); and (Unit 17, pp. 500, 505, 507, and 509).<br><br>Fundations® explicitly teaches about the base word and prefixes/ suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see **Unit 4 Introduction**, p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding 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.<br><br>Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and **Books to Remember Set** |

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| | | 2 (included in the Teacher's Kit). Also available is the **Geodes® Level 2 Classroom Library***, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 2. |
| RF.2.3.f. | Know and apply grade-level phonics and word analysis skills in decoding words. ***Recognize and read grade-appropriate irregularly spelled words.*** | Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Fundations®) are taught as words to be automatically recognized. High frequency irregular sight words are taught for automatic recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for automatic recognition for reading and spelling to allow students access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2, Fundations students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006).<br><br>**Review Trick Words:** (Unit 1, pp. 86 and 88)<br>**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)<br>**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)<br>**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).<br><br>Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit. Also available is the **Geodes® Level 2 Classroom Library***, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 2. |

| FLUENCY |
| --- |
| Quick and automatic word recognition is necessary for fluency, but it not sufficient. In addition to automaticity, students need to develop prosody and expression. In Fundations, students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression with connected text with a variety of activities such as **Word of the Day** and **Storytime**. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. Additional supported fluency practice is provided the **Fluency Kit Level 2**. Fluency practice and reading for purpose and understanding is supported through use of the **Geodes® Level 2 Classroom Library\***. The collection of 64 knowledge building books is specifically aligned to the scope and sequence of Fundations that allows the application of emerging decoding skills with meaningful text. |

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| RF.2.4. a. | Read with sufficient accuracy and fluency to support comprehension. *Read grade-level text with purpose and understanding.* | The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as **Trick Word Reading, Word of the Day**, and **Storytime**. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing. |
| RF.2.4. b. | Read with sufficient accuracy and fluency to support comprehension. *Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.* | 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. |
| RF.2.4. c. | Read with sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.* | **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) The **Fundations Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit)**,** as well as the **Geodes® Level 2 Classroom Library\***, which provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2, provide additional decoding practice. **Important Note for Consideration**: As a supplemental program, Fundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds® to create the **Geodes® Level 2 Classroom Library\*** which provides 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations scope and sequence along with Fundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts. |

## Additional Standards Supported by Fundations

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

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

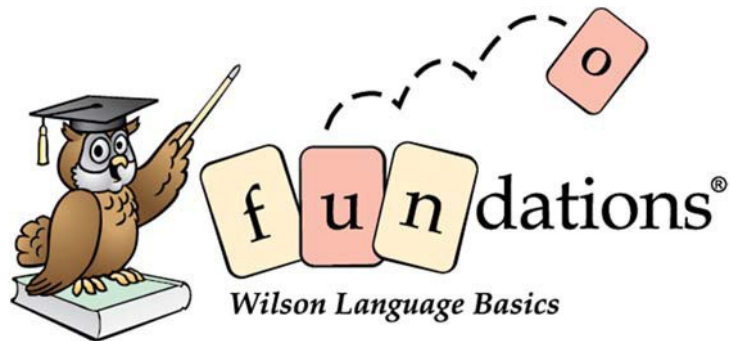| Std. # | Standard Language | Primary Citations |
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| **Conventions of Standard English** | | |
| W.2.9 | Inquiry to Build and Present Knowledge—<br>With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text. | Although Fundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the **Storytime** activity.<br><br>**Storytime (description p. 60)**: (Unit 2, p. 117); (Unit 6, p. 223); (Unit 9, p. 303); (Unit 13, p. 409); and (Unit 17: p. 509) |
| SL.2.1.a. | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. ***Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.*** | 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.<br><br>**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)<br><br>**Also see Fluency Kit 2 Materials** and **Books to Remember Set 2**. |

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| SL.2.1.b. | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. ***Build on others' talk in conversations by linking their comments to the remarks of others.*** | 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.<br><br>**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)<br><br>Also see **Fluency Kit 2 Materials** and **Books to Remember Set 2**. |
| SL.2.1.c. | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. ***Ask for clarification and further explanation as needed about the topics and texts under discussion.*** | 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.<br><br>**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)<br><br>Also see **Fluency Kit 2 Materials** and **Books to Remember Set 2**. |
| SL.2.1.d. | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. ***Consider individual*** | 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. |

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| | *differences when communicating with others.* | **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)<br><br>**Also see Fluency Kit 2 Materials** and **Books to Remember Set 2**. |
| SL.2.2 | Comprehension and Collaboration—<br>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Learning Activity Overview** section (pp. 27–60) and Introduction (pp. 1–26). The **Storytime** activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.<br><br>**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)<br><br>**Also see Fluency Kit 2 Materials** and **Books to Remember Set 2**. |
| SL.2.3 | Comprehension and Collaboration—<br>Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic. | 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.<br><br>**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) |

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| | | **Also see Fluency Kit 2 Materials** and **Books to Remember Set 2**. |
| SL.2.4 | Presentation of Knowledge and Ideas— Tell a story or recount an experience with descriptive details, expressing ideas clearly. | Although Fundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the **Storytime Activity**, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. <br><br> **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) |
| Sl.2.5 | Presentation of Knowledge and Ideas— Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings. | While audio recordings are not conducted, students do create drawings/visual displays to recount the story and use those to orally retell stories. <br><br> **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) |

# Fundations® LEVEL 3 Program

Alignment to the Wisconsin Standards for English Language Arts with a focus on Reading Standards for Foundational Skills, adopted 2020

# Fundations® Alignment to the
## Wisconsin Standards for English Language Arts
### Grade 3

## Reading Standards: Foundational Skills

| PHONICS AND WORD RECOGNITION |
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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.

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. Fundations, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.

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

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| RF.3.3.a. | Know and apply grade-level phonics and word analysis skills in decoding words. ***Identify and know the meaning of the most common prefixes and derivational suffixes.*** | Fundations® explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **con-, dis-, un-, en-, em-, ex-, in-, im-, il-, ir-, mis-, non-, sub-, trans-, de-, e-, pre-, pro-**, and **re-,** beginning in the **Bonus Unit** (see **Bonus Unit Introduction**, p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (**Resources**, pp. 288–291, 316–319, 354–359, 394–398, 434–439, 464–467, 492–496, 522–526, and 552–555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: **Introduce New Concepts** and **Make It Fun** activities. <br> **Introduce New Concepts (description p. 70)**: (Bonus Unit, pp. 269, 273, 280, 282, and 284–285) <br> **Make It Fun (description p.70):** (Bonus Unit, pp. 274, 276, and 283) |
| RF.3.3.b. | Know and apply grade-level phonics and word analysis skills in decoding words. ***Decode words with common Latin suffixes.*** | Fundations® explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including **-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, - ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward,** and **-or** beginning in Unit 2 (see Unit 2, pp.114–151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Fundations® Level 3 (see Unit 2, pp. 114–151; Unit 4, pp. 170–197; Unit 7, pp. 292–319; Unit 9, pp. 360–399; Unit 10, pp. 400–439; and Unit 12, pp. 468–496). Words with 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. <br> **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. |

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| | | 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)<br>**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)<br>**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)<br>**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.3.3.c. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*Decode multisyllable words that include all learned syllable patterns.* | In Fundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160–161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (**Resources**, pp. 166–169, 194–197, 222–224, 260-263, 288–291, 316–319, 354–359, 394–398, 434–439, 464–467, 492–496, 522–526, and 552–555). Fundations® activities for decoding words with these syllable types include: **Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play,** and **Make It Fun** activities.<br>**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)<br>**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)<br>**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)<br>**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)<br>**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) |

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| | | **Word Play (description p.70**): (Unit 5, p. 208) and (Bonus Unit, p. 278) |
| RF.3.3.d. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>***Read grade-appropriate irregularly spelled words.*** | Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called *Trick Words* in Fundations) are taught as words to be automatically recognized in Fundations® Levels K, 1 and 2. By the end of Level 2, Fundations® students are prepared 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. |
| RF.3.3.e. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>***Apply common encoding rules:*** | In Fundations®, 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.<br><br>Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Fundations® 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.<br><br>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, Fundations® systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.<br><br>**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); (Unit 8, pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 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)<br><br>**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 |

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| | | 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 Fundations) are taught as words to be automatically recognized in Fundations® Levels K, 1 and 2. By the end of Level 2, Fundations® students are prepared 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) |
| | | **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) |
| RF.3.3.f. | Know and apply grade-level phonics and word analysis skills in decoding words. *Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).* | Fundations® explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -**s**, -**ed**, -**ing**, -**est**, -**en**, -**ish**, -**able**, -**ive**, -**y**, - **ful**, -**ment**, -**less**, -**ness**, -**ly**, -**ty**, -**er**, -**en**, -**es**, -**ous**, -**al**, -**ent**, -**an**, -**ward**, and -**or** beginning in Unit 2 (see Unit 2, pp. 114–151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Fundations® Level 3 (see Unit 2, pp. 114–151; Unit 4, pp. 170–197; Unit 7, pp. 292–319; Unit 9, pp. 360–399; Unit 10, p p. 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.<br>**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)<br>**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); |

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| | | (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)<br>**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)<br>**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.3.3.g. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>***Know when to double the final consonant when adding a suffix.*** | Fundations® explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -**s**, -**ed**, -**ing**, -**est**, -**en**, -**ish**, -**able**, -**ive**, -**y**, - **ful**, -**ment**, -**less**, -**ness**, -**ly**, -**ty**, -**er**, -**en**, -**es**, -**ous**, -**al**, -**ent**, -**an**, -**ward**, and -**or** beginning in Unit 2 (see Unit 2, pp. 114–151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Fundations® Level 3 (see Unit 2, pp. 114–151; Unit 4, pp. 170–197; Unit 7, pp. 292–319; Unit 9, pp. 360–399; Unit 10, p p. 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.<br>**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)<br>**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)<br>**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)<br>**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). |

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

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

| Std. # | Standard Language | Primary Citations |
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| RF.3.4.a. | Read with sufficient accuracy and fluency to support comprehension. ***Read grade-level text with purpose and understanding.*** | *As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations® does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.* |
| RF.3.4.b. | Read with sufficient accuracy and fluency to support comprehension. ***Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*** | **Note**: With the foundational skills acquired from the cumulative Fundations® curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing. "A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency" (Rasinski, 2006, p. 4).<br><br>In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate, non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See **Fundations® Teacher's Manual Introduction–Skills Taught in Fundations: Fluency**, pp. 5–6.) |
| RF.3.4.c. | Read with sufficient accuracy and fluency to support comprehension. ***Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*** | |

## Additional Standards Supported by Fundations

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

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

| Std. # | Standard Language | Primary Citations |
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| **Conventions of Standard English** | | |
| W.3.9 | Inquiry to Build and Present Knowledge—<br>Recall facts from literary or informational texts to support reflection, and inquiry. | 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). |
| SL.3.1.b. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.<br>***Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).*** | 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). |
| SL.3.1.c. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse | 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** |

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|  | partners on topics and texts, building on others' ideas and expressing one's thinking clearly. ***Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.*** | **Overview** section (pp. 31–70) and the **Introduction** (pp. 1–30). |
| SL.3.1.d. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. ***Explain their own ideas and understanding in light of the discussion.*** | 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). |
| SL.3.2 | Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats. | 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). |
| SL.3.3 | Ask and answer questions about information from a speaker, offering elaboration and detail. | 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). |
| SL.3.4 | Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, | 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 |

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| | descriptive details, speaking clearly at an understandable pace. | 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). |
| SL.3.5 | Include digital media and visual displays in presentations to enhance certain facts and details. | 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 **Introductio**n (pp. 1–30). |
| L.3.2.b. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. ***Determine the meaning of new words when a suffix or prefix is added.*** | Fundations® 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.<br><br>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.<br><br>**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)<br><br>**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) |
| L.3.2.c. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. | 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, but they also 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)<br><br>in the homophone dictionary section. This occurs during the **Guess Which One** activity in all Units.<br>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) |

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| | *Use resources to determine word meanings.* | 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 Fundations® classroom posters, Cursive Writing Desk Strips, etc. Refer to **Fundations® Introduction–Skills Taught in Fundations** (pp. 4, 5, and 8) and **Fundations® Introduction–Student Success** (p. 11). <br><br>**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) <br><br>**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) |